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ABSTRACT

This report reviews the past 20 years of the Carnegie Corporation's philosophy and activities and lists 92 grants and 3 appropriations made in fiscal year 1981. Grants listed and described fall into the categories of higher education, elementary and secondary education, early childhood, public affairs, and a miscellaneous category. Also described are programs funded under the Corporation's international program. In addition, this volume includes reports from the organization's secretary and treasurer. (GC)

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Carnegie Corporation of New York

Annual Report 1981

Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 for the advancement and diffusion of knowledge and understanding. Its total assets, at market value, were about $335 million as of September 30, 1981. Approximately 7½ percent of the income may be used in certain British Overseas Commonwealth areas; all other income must be spent in the United States.

The Corporation is primarily interested in education and in certain aspects of public affairs. Grants for specific programs are made to colleges and universities, professional associations, and other educational organizations.

The cover design representing Pegasus, the mythological winged horse of inspiration, was adapted from the Corporation's seal, designed in 1927 by the American sculptor Paul Manship.

Annual Report 1981

for the fiscal year ended September 30

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Carnegie Corporation in a changing society 1961–1981

INTRODUCTION

The modern foundation is one of the few nongovernmental organizations in this country that addresses broad social issues. Its mission in the simplest terms is to better the world, not by assuming the conventional tasks of charity, as worthy and necessary as they are, but by using private wealth constructively and imaginatively in the search for basic solutions to human problems.

The charter mandates of large, general purpose foundations are as flexible as possible. The Rockefeller Foundation was endowed "to promote the well-being of mankind throughout the world," the Ford Foundation "to advance the general welfare." Carnegie Corporation was founded by Andrew Carnegie "for the advancement and diffusion of knowledge and understanding" among the people of the United States and the Commonwealth. This is the means by which he chose to better the world, and in his letter of gift to the trustees, dated November 10, 1911, he offered as examples of good works the aid of technical schools, institutions of higher learning, libraries, scientific research, hero funds, useful publications, "and other such agencies and means as shall from time to time be found appropriate."

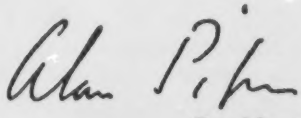
Mr. Carnegie's examples reflect his own personal style of philanthropy. In the early 1900s he gave $43 million to set up 2,509 libraries in the English-speaking world. He was also deeply interested in higher education, creating the Carnegie Institute of Technology and The Carnegie Foundation for the Advancement of Teaching and also establishing the Carnegie Institution in Washington, D.C., to support scientific research, to cite only a few of the endeavors he underwrote to carry out his purposes.

Not surprisingly, the Corporation from its earliest days has been known as an

educational foundation and, historically, most of its grants have gone to institutions of higher learning for activities aimed at finding a cure for one of the worst problems of mankind: ignorance.

Wise in the ways of giving, Mr. Carnegie counseled his trustees, in the simplified spelling he liked, that "conditions upon the erth inevitably change; hence, no wise man will bind Trustees forever to certain paths, causes or institutions. I disclaim any intention of doing so. On the contrary I giv my trustees full authority to change policy or causes hitherto aided, from time to time, when this, in their opinion, has become necessary or desirable. They shall best conform to my wishes by using their judgment."

Seventy years later, with the advantage of hindsight, it is interesting to see in what manner the foundation has tried to carry out Mr. Carnegie's will. The 1961 annual report contained a review of the first 50 years of the Corporation's programs. The following pages bring this review up to date, focusing particularly on grants to promote equal rights and opportunities. Our aim in looking back is not only to point to the Corporation's record of activity in this area during a period of extraordinary change in American life, but to reveal something of grant-making strategies and the way in which the foundation's interests have responded to shifting currents.



President

THE PAST TWENTY YEARS

During the years 1961-81, the Corporation developed a major commitment to the furtherance of social justice in our national life—to the right of every human being to enjoy equal opportunity and equal treatment before the law. Of the roughly $270 million the foundation has appropriated in grants during this period, an ever increasing share has gone for projects aimed at assuring the rights and opportunities of those less well served in the society—minority-group members, women, and children—especially children, because they are the least able to protect themselves and because they represent our future.

Concern for social justice was not lacking in the earlier years, as evidenced by the foundation's initiation and support of Gunnar Myrdal's pioneering study of race relations in the United States in the 1940s, entitled *An American Dilemma*. But other matters, by and large, commanded the foundation's attention between the Second World War and the early 1960s. In the decade prior to 1965, the grants program was concerned more with educational excellence — with the raising of educational standards and the identification and nurturing of the most gifted student. If the emphasis was on opportunity, it was on individual opportunity, mainly the opportunity to attend college.

In the early 1960s, however, the staff and trustees became painfully aware of the urgent problems of race, poverty, and inequality that were besetting the nation. Public attention was riveted on a seeming paradox: the U.S. economy had never been stronger and per capita income had reached a record high, and yet more than 30 million people were living in dire straits—unemployed, on welfare, or working for less than the minimum wage. Studies pointed to a relationship between poverty, racial discrimination, and lack of educational opportunity. Children who were not doing well in school were more likely to have parents with low incomes and little education, and a disproportionate share of them were black or Hispanic or native American.

Twenty years earlier, Gunnar Myrdal's study had pointed out the gigantic flaw in the fabric of American democracy—the stark contradiction between our belief in freedom, equality, and justice and the actuality of society's treatment of the Negro—but little heed was paid to the implicit warning in his analysis until black protest and the civil rights movement forced virtually every institution in American society, including Carnegie Corporation, to examine its own attitudes and actions toward this historically oppressed people. The year 1964 began the first of many comprehensive measures by the U.S. Congress, the Executive, and the Supreme Court to try to close the gap between principles and reality. Much of this new legislation was directed toward increasing education's role in promoting equal opportunity for the poor. The 1964 Civil Rights Act, among other measures, forbade federal funds to school districts not in compliance with desegregation guidelines. In 1965 President Johnson signed it to law the Elementary and Secondary Education Act (ESEA), the first major federal intervention in public education to aid low-achieving, low-income children, appropriating in its first year about $1 billion to the schools for the development of compensatory education programs.

Between 1963 and 1967, the Corporation responded by appropriating roughly $9 million, or 19 percent, of its grant funds for programs directly related to disadvantaged minorities, largely to broaden the access of blacks to higher education and to strengthen predominately black colleges, a thrust that was in line with the foundation's traditional emphasis on higher education.

Then, in mid-1967, Alan Pifer, who had been acting president since 1965, became president, and the Corporation began a review of its entire grants program in relation to the persistence of poverty in our national life. Over three summers there had been rioting in the inner cities, associated in 1968 with the assassination of Martin Luther King, Jr., but also revealing deep discontent in black communities over the failure of the society to improve substantially the lot of the black poor. The violence, in turn, fueled a backlash among impatient lawmakers and the public against the allocation of more federal funds for social programs, aided, of course, by the drain on the federal treasury by the Vietnam War.

It seemed to the staff that, in view of the slowdown of federal leadership for social change, the Corporation as a private organization had a constructive role to play in keeping alive the idealism that had so galvanized the nation to action a few years before. The trustees and staff agreed that the promotion of equal educational opportunity and rights should henceforth cut across all of its grants programs. In the 1970s, this commitment to a more equitable society broadened to include equal opportunity and rights for women, which grew naturally out of an earlier program involving the continuing education of women.

Over the past 20 years, and particularly 15, the Corporation's programs* have had four principal objectives: first, prevention of educational disadvantage; second, increased access to legal representation; third, improved performance of the public schools and fourth, broadened opportunities for higher education. Strategies for achieving these objectives have included direct support of the formal education system as well as support of model and experimental programs, policy studies, social science research, leadership training, central services to educational institutions, minority-run organizations, monitoring and advocacy, and litigation. A number of these strategies are described below.

Preventing educational disadvantage

The nation's attention to poverty and its relationship to education under the Kennedy and Johnson administrations coincided with a new wave of research on the learning process, results of which offered new hope of ameliorating learning problems in young children before they became permanently handicapping.

Psychologists were amassing evidence in support of their hypothesis that intellectual and sensory stimulation of an infant or young child was critical to the development of language and problem-solving skills so necessary to success in school. Since there was plenty of evidence that poor children generally arrived in the first grade lagging behind middle-class children in these skills, the question was whether children with a high risk of academic failure could benefit from early

**Approximately 7½ percent of the Corporation's grant funds each year are spent within the international program, which is not addressed in this report.*

education programs, giving them a "head start" so they could take full advantage of the curriculum once they entered school. The answer seemed to be yes, although in the early 1960s there was little solid information on whether intervention strategies would actually produce long-term educational gains for poor children. (Indeed, Project Head Start was mounted in the mid-1960s without much more to go on than theories and experimental data.)

Early childhood education. In early 1965, in part under the impact of expanding federal support for education, the Corporation staff saw an opportunity to help shape the direction of early childhood education, in which it had already made some grants, and the decision was made to make it a principal field of activity. By 1967, emphasis was mainly on helping disadvantaged children overcome the environmental obstacles to learning. Major goals of the program, as they evolved, were to encourage the production of sound scientific information about early learning, to promote use of this information in the creation of educational curricula, and to achieve a better understanding of the essential, most widely replicable elements of effective preschool programs. Altogether, the Corporation appropriated more than $18 million for these purposes and also for projects concerned with other aspects of child development, making it the leading foundation in the field of early childhood.

The decision to focus on cognitive development in preschool children had its roots in an earlier program, namely the nature of learning and cognitive processes generally and the application of research findings to education. For decades the fields of education and psychology had proceeded along separate tracks, with education drawing little or no vitality from the new knowledge that was being generated on human behavior and cognition. Corporation grants were made in part to help bridge the two fields. By the late 1950s, following the launching of Sputnik by the Russians, the climate for educational research had improved markedly, and the field began attracting the attention of high-calibre social scientists who brought their expertise to bear on the educational process and who, in their search for the origin of cognitive skills, moved to earlier and earlier stages of development and eventually to the newborn.

Corporation grants helped underwrite the theoretical and experimental research of such psychologists as Jerome Bruner, Jerome Kagan, William Kessen, Katherine Nelson, and others, each of whom contributed immeasurably to our appreciation of the learning capabilities of infants and preschool children and of the critical role of language development during the first few years of life.

From such work came additional research and experimentation, some of it supported by the Corporation, that concentrated on meeting the intellectual needs of disadvantaged preschool children. The Corporation began supporting a variety of experimental intervention strategies aimed at encouraging the low-income child's own natural curiosity for learning and helping them acquire basic cognitive skills.

One experiment that has produced exciting results is the Mother-Child Home Program (MCHP) of the Verbal Interaction Project (VIP) based in Long Island and directed by psychologist Phyllis Levenstein. MCHP is a parent education program in which a trained "toy demonstrator" brings books and toys into the homes of

low-income, mainly welfare, families with two- and three-year-old children and unobtrusively models ways in which parents can use the material to stimulate verbal expression and the understanding of simple concepts by their children. Follow-up studies of the children in school show that they consistently outperform comparison groups on achievement tests. While the improvements do not appear to be dramatic, they are enough to make the difference between keeping up with their peers or falling behind.

Explanation of VIP's success seems to lie in the "parent-child network" engendered by the program—the positive reinforcement that parents and children give one another in play sessions, in which both are motivated to continue their verbal interaction and play long after outside assistance ends. MCHP has been adopted in at least 80 different locations around the country under the guidance of VIP's own demonstration center. Because it is relatively inexpensive and does not require long intensive training of personnel, MCHP appears to have potential for wider replication. An unexpected dividend of the program is that siblings not in the program have indirectly benefited from it and that many program mothers have become toy demonstrators themselves or have been motivated to continue their education.

An important issue which Carnegie-supported studies have explored is whether one kind of high-quality preschool curriculum produces better outcomes than another. Three different preschool programs were tested on low-income children and compared by the High/Scope Educational Research Foundation in Ypsilanti, Michigan, led by psychologist David Weikart. One was a highly structured program based on drill and repetition developed with partial Corporation support by Carl Bereiter and Siegfried Engelmann; another was a flexible program concentrating on social and emotional development; and a third was the cognitively oriented curriculum developed by Weikart and his colleagues that allows children to progress through a sequence of steps at their own pace. Contrary to expectations, all three curricula produced equally significant educational gains for children. By the end of the second grade, in fact, all but 20 percent of the project children were in the grade where they belonged.

Since 1962, Weikart and his colleagues have been conducting another study in cooperation with the Ypsilanti public school system, called the Perry Preschool Project. This study is testing the effects, over 25 years or more, of one and two years of High/Scope's cognitive curriculum on four successive cohorts of preschool children, many of them from welfare families. Possibly the longest-running and most scientific study of preschool effects, it has produced strong evidence that good preschool pays off, not only for children in their ability and motivation to "extract" a better education from the public school system and live a more rewarding life, but in savings to schools and to society in more productive citizens.

The Perry Preschool Project has served to mitigate the negative impact of the U.S. Office of Education study in 1969 of Project Head Start, which, in showing that children made only marginal gains in I.Q., created the public perception that early intervention was ineffective. Although the I.Q.s of the Perry Preschool children declined by the end of the third grade (after having risen during the

program), achievement levels remained significantly higher than those of the control children, and they were less apt to have the behavioral problems associated with academic failure.

Both the curriculum demonstration program and the Perry Preschool Project suggest, according to Weikart, that any early education program that incorporates certain basic elements, such as parent involvement, qualified teachers, a proven curriculum, and just plain caring, will produce comparable long-term effects, whether or not the I.Q. gains of the children are sustained.

These and other projects aided by the Corporation have contributed valuable information on ways in which children can be helped to acquire the desired intellectual attributes for academic success, not only in experimental situations, but within the home and in regular center- and school-based programs. While there is little indication to date that federal funds will be available to support preschool education on a larger scale, studies by High/Scope staff suggest that public support for preschool through the states may grow in the years ahead.

Sesame Street. As early as 1966 Corporation staff members realized that providing quality early education for millions of children was not going to be a national priority for some time to come and they began to seek alternative means of educational delivery. What had not escaped notice was the mesmerizing effect of television on youngsters. Whatever their home situation, preschoolers were watching the "boob tube" a good 30 hours a week and learning to read numbers, letters, words, and sentences from the commercials, although not in a logical way. With this in mind, the Corporation commissioned a study of the possibility of producing and financing programs of outstanding quality which children would want to watch regularly and which would teach them basic cognitive skills.

The study was carried out by Joan Ganz Cooney, then a producer of public affairs programs for National Educational Television (NET). Based on her report, the Corporation, along with the Ford Foundation and the U.S. Office of Education, launched the production company, Children's Television Workshop (CTW), as a semi-autonomous unit within NET, and in the fall of 1969 *Sesame Street* was born. Within the first two months of broadcast more than six million children were watching the show. Today, *Sesame Street* is distributed in 50 different countries and territories. In the United States it is regularly watched by more than nine million preschoolers, and the production company that spawned it has become largely self-supporting from the educational books and toys and other projects spun off the program.

This fast-paced show featuring Muppets and human actors has demonstrated as no other children's television program that superior entertainment can be widely popular and also help children learn. Not only is it a model of excellence in programming that commercial networks must reckon with, but it has succeeded in its own terms: teaching preschoolers such skills as recognizing, naming and matching letters; recognizing and naming forms, shapes and numbers; and doing simple additions and subtractions. An evaluation by the Educational Testing Service has shown that "high-viewing" children from disadvantaged families make somewhat greater educational gains than those from advantaged families, and they surpass

at post-test time advantaged children who watch little or none of the show.

The Corporation gave more than $3 million for the development of *Sesame Street* between the years 1966 and 1971.

Carnegie Council on Children. As more women with young children entered the labor force in the late 1960s and early 1970s, as the women's movement questioned the rigid role divisions between the sexes, as more families broke up and there were more single mothers, and as there evolved more variations in family life styles, many Americans became concerned about the impact of these changes on children.

The Corporation staff, as a consequence, began financing a number of studies that looked into these issues and in particular at American society's role and responsibility in children's education and care. In 1972, it established an independent study group, the Carnegie Council on Children, to draw together the facts about the status of children and to formulate recommendations for ways of meeting their developmental needs today and in the future.

Headed by psychologist Kenneth Keniston, with a membership of educators, social scientists, lawyers, and a pediatrician (most of them parents), the Council was first asked to focus on American children in their years of most rapid physical, psychological, and social growth — from conception to age nine. As the members went about their work, however, they saw that it would be impossible to deal with the subject of children without looking at families, and the reason was obvious: despite family fragmentation, 98 percent of all children were still being raised by one or both parents; hence, families would remain the critical factor determining children's fate.

In 1977, the Council issued its principal report, *All Our Children: The American Family Under Pressure*, a title that reflected the study group's dual focus. The report documented in graphic terms the damage done to families by the lag between traditional assumptions about family self-sufficiency and the reality that families, especially poor families, need outside help and yet too often the help, when it comes, does as much harm as good. The Council found that of all the "insults and injuries families face, none was worse than that of financial deprivation caused by the unfair distribution of economic rewards in the society." It said, among other things, that it was not reasonable to expect that schooling alone could create equality of opportunity when equality did not exist in the world of jobs, of social relations, or of politics. Economic opportunity would have to follow educational opportunity if millions of American children were to grow up having any sense of a decent future. The Council made specific recommendations for the reform of private and public policies and services to make them more supportive of families and children. Beyond this it recommended a full-employment strategy, supplemented by a system of income supports, that would yield almost all American families with children a minimum of at least half the current median income for all families.

All told, the Council produced five reports before it disbanded, in the process causing a great deal of stir about its conclusions. While its recommendations may well be more far-reaching than the American people as a whole will ever be willing

to accept, there is no question that the Council raised public awareness of the impact of larger social forces on children's lives, and it made a persuasive case for the collective responsibility of citizens toward all children if their optimal growth and development was to be assured.

Increasing access to legal representation

Few events in American life so dramatically altered schools as did the 1954 Supreme Court decision in *Brown vs. Board of Education*, which struck down the doctrine of "separate but equal" and opened the way for desegregation of the schools. The action provoked years of struggle in the mind and soul of the South, served to raise black aspirations everywhere, and led to attacks on *de facto* school segregation in the North. During the period of 1964-79, additional court decisions and landmark legislation established important educational rights and entitlements to services for black, Hispanic, poor, handicapped, and female students. Clearly, the legal system and the courts, if a crude instrument, had become a major force for change in American education.

Although in the early 1960s the Corporation had occasionally made law-related grants to advance knowledge and understanding of a particular field or issue, it had not looked to the legal system to achieve educational or civil rights purposes. As the decade advanced, however, the Corporation staff began turning its attention more systematically to legal representation and access to the law. Since then, grants for all law-related projects have totaled approximately $17 million.

Training black lawyers. In the South, where the law had historically denied justice to black people and was regarded by them with profound suspicion, there was a critical shortage of black lawyers — only 1 for each 37,000 black persons — and virtually no legal counsel for them on civil rights cases. This lack of representation meant not only that many of the newly won legal rights existed only on paper, but that southern blacks were not being prepared for the political leadership that was traditionally drawn from the legal profession.

One problem was that southern state law schools had only recently opened their doors to blacks, and they lacked either the resources or the determination to offer scholarship funds and tutorial programs to complement academic training—measures necessary to attract and hold black law students. Once blacks left the region for law school, they were unlikely to return to the South to practice, and thus the shortage of black lawyers persisted. The Corporation over a ten-year period gave more than $3.4 million to the Earl Warren Legal Training Program, the educational affiliate of the NAACP Legal Defense and Educational Fund (Inc. Fund) and to the Law Students Civil Rights Research Council (LSCRRC) toward a multi-foundation and corporation-supported effort to recruit and retain black law students in 17 southern state law schools and help them begin a civil rights practice in the South. Eventually, it was hoped, some of these lawyers would sharpen their leadership skills and work for the improvement of life for southern blacks generally.

Evaluation of the program revealed that, between 1969 and 1974, the number of blacks graduating from these law schools rose from 9 to 287, 183 of them assisted by the Earl Warren Training Program. Seven-year statistics showed that a high

proportion of Earl Warren graduates were passing southern state bar examinations and staying in those states to practice. Indeed, by 1974, 177 Earl Warren graduates had become members of state bars in the South. Follow-up studies have not been carried out, but informal evidence suggests that a majority of these lawyers are still practicing in the South and a number have gone on to elective and appointive office.

The program addressed all aspects of the training and development of black lawyers and is a good example of what a well focused, coordinated effort can achieve. The Corporation subsequently built on this experience in its support, to a lesser degree, of a legal internship program within the Native American Rights Fund.

Use of the courts. In the late 1960s, the Nixon administration reversed the long-time policies of the U.S. Justice Department's Civil Rights Division and ordered it to cease supporting individual minority students and parents who were suing school boards and other state and local government agencies to ensure compliance with court orders to desegregate. This shift in Executive branch policy seemed to those representing minority interests to threaten more than a decade of progress toward educational equity through court action. Since it was clear that such activities could be effective in creating public enlightenment on an issue as well as in bringing about legal reform, the responsibility fell upon private organizations such as the NAACP and the Inc. Fund to enter the vacuum.

In the early 1970s, partly as a consequence of the stance by the federal government, the Corporation trustees approved a new program strategy—one that would support direct use of the legal system, including litigation, to promote equal opportunity in education. Prior grants to organizations working in the field of minority rights had gone for public and community education programs. Now the foundation would consider funding multi-disciplinary research and analysis, mobilization of expert witnesses, monitoring of governmental action, community fact-gathering, and other activities preparatory to litigation.

Recognition of the important role of the courts in social change underlay the trustees' decision. As a memorandum at the time expressed it, "It is clear that Americans have come to expect the courts to serve as a major institution by which conflicts are resolved, because it is a form of change based on tradition, respect for differing points of view, and constitutional principles." It was recognized, too, that in an adversary system of justice it was often the imbalance in legal representation and the lack of access to legal support that determined the outcome of cases involving the disadvantaged. The Corporation was concerned that, in education cases, its funds be used to help equalize the strength of the underrepresented, so that judges would have the best arguments and briefs on both sides of a case from which to fashion a fair and impartial decision. Criteria established by the Corporation limited support to cases brought on behalf of classes of people rather than private interests, in which major questions of public policy were involved, and where there seemed to be the potential for making major clarifications in the law. Support of the actual court costs was ruled out.

Since 1972, the Corporation has provided more than $4.3 million in grants to

organizations which use the legal system to promote educational change, making the foundation the largest contributor to public interest law firms after the Ford Foundation. These organizations include the NAACP Legal Defense and Educational Fund, the NAACP, the Native American Rights Fund, the Puerto Rican Legal Defense and Education Fund (PRLDEF), and the Mexican American Legal Defense and Educational Fund (MALDEF). Corporation-supported activities include the legal research and back-up testimony of experts in northern school desegregation cases brought by the NAACP in Detroit, Boston, Cleveland, and Dayton; the monitoring by PRLDEF of the New York City Board of Education's compliance with a federal court mandate to offer bilingual education programs to over 85,000 Hispanic school children; and the creation within MALDEF of an education litigation component to work with a task force of educators, psychologists, sociologists, and linguists in developing an effective litigation strategy.

The lawsuits that these organizations have brought have helped not only to ensure educational equity for minority children, but to provide an outlet for minority disaffection and build minority leadership. It must be remembered, however, that use of the courts indicates the failure of the legislative and executive departments of government to deal fairly with the claims of excluded groups. Decisions have been left to the courts by default, and sometimes by design, because of the moral, as well as the legal, authority of the judiciary.

Improving the performance of the schools

As federal and state laws were passed to protect the right of all children to equal educational opportunity, many people confidently assumed that the educational system would use the dollars allocated for special assistance to students who historically had been underserved for their intended purposes, and the effects would show up in improved academic achievement. The facts told a disappointing story.

Studies of the implementation of these programs revealed that the new ideas and extra resources that were supposed to benefit children frequently never reached them in the form of better services. Important educational innovations did not result in the improvement of student skills because the programs were never seriously carried out. Making things work, it appeared, required a complex network of related actions, and this network was constantly breaking down, whether because of insufficient resources, bureaucratic inertia, political pressure, inadequate training and supportive assistance to educators, or a combination of all these factors.

Searching for underlying causes of failure, some social critics, among them Christopher Jencks whose controversial book, *Inequality*, was written with Corporation support, suggested that educational reforms were powerless to equalize educational achievement, much less reduce social inequities, when the society itself was inherently unequal. Others said that schools were at least concerned with knowledge and skills and that it was reasonable to think they could have an effect in those areas whether or not that effect translated into increased income or otherwise improved life chances for disadvantaged groups. As a matter of principle, they

argued, the first concern of the schools should be to ensure that all children reached levels of skills adequate to effective participation in the society.

This second viewpoint is held within the Corporation, and a substantial number of its grants have been directed at the school community to bolster the willingness and capacity of its members to try to improve the educational outcomes of children at risk. Among the projects funded have been school-related monitoring and advocacy and the development of evaluation procedures that place greater responsibility on schools themselves to produce results.

Monitoring and advocacy. From early studies of the implementation of social legislation affecting children, it was apparent that the institutional arrangements within government to ensure accountability for the use of public funds were not always going to be adequate to the task, and it was left to independent organizations operating in the public interest to begin performing this function. The 1970s saw rapid growth in the number of such organizations monitoring governmental programs. According to a Corporation-supported study carried out by Designs for Change, those that served children with special needs increased from 117 to 665 between 1972 and 1977, a quarter of them focusing on the performance of the schools.

These organizations have not limited their activities to securing rights and entitlements under existing laws and regulations. They have also been concerned with stimulating the development of new laws and regulations. They often do casework involving parents and/or children, try to assist governmental agencies in devising alternatives to unacceptable practices, and identify needed services and try to secure them for clients. They conduct research and attempt to raise public awareness of issues through publications, and they train parents' groups and other advocates. As a last resort they will file lawsuits.

Since the early 1970s, the Corporation has committed $14.5 million toward such governmental monitoring and advocacy projects operating on behalf of minority, female, and handicapped children. More than one-half of the grants have concentrated on school-related issues.

One of the leading advocacy groups focusing on the welfare of children has been the Children's Defense Fund (CDF) in Washington, D.C. Established as an independent organization in 1973 (it was initially associated with the Washington Research Project), CDF, under the tireless leadership of Marian Wright Edelman, has aimed at correcting selected serious problems faced by disadvantaged children in ways that lead to meaningful institutional reform and that raise more general questions about equality and justice in the society. The Fund's first report, *Children Out of School in America*, shattered the prevailing belief that all chidren who ought to go to school were in fact in school. Its second report, *School Suspensions: Are They Helping Children?*, revealed how education, a necessary if not sufficient ingredient for success as an adult, was denied to more than two million children each year. CDF also researches children's rights and needs in early education and day care, in health, in the juvenile justice system, and in medical experimentation; in addition it publishes handbooks to help parents gain a greater say over the decisions that affect their children's lives. The organization has had, over the past ten years, a

considerable impact on public policy toward children.

A particular focus of groups supported by the Corporation has been Title I of the Elementary and Secondary Education Act of 1965, the largest source of federal funds ($2.4 billion in 1982, down from $3.1 billion in 1981) to local school districts for compensatory education and currently serving 5.4 million children in 68 percent of the nation's schools. Unfortunately, both program audits and independent studies have repeatedly demonstrated that Title I funds have, contrary to the law, been used to replace rather than supplement local expenditures, and there have been other problems, including the widespread failure to activate the involvement of the parent advisory groups mandated in the original legislation. The Federal Education Project of the Lawyers' Committee for Civil Rights Under Law, the Southeastern Public Education Program of the American Friends Service Committee, and the National Coalition of ESEA Title I parents, have all received Corporation grants to investigate the oversight and management of Title I funds. They have done much to tighten the government's own monitoring mechanisms as well as lead the way to improved implementation.

Encouragingly, in recent years, Title I children have been demonstrating marked improvement in their academic achievement, according to a five-year evaluation by the U.S. Office of Education.

Testing and accountability. From its earliest years, the Corporation has had a major interest in strengthening educational standards in the United States, supporting, among other activities, the development of quantitative measures of ability and achievement in higher education. Since 1970 the foundation has granted more than $9.5 million toward test development and toward conferences, debates, and other mechanisms for the purpose of answering major questions regarding evaluation in elementary and secondary education.

The idea of national standards in education has always been anathema in this country, where education is a decentralized undertaking in which states and local areas have control over policy and curricula. Anything that can be construed as federal interference with these prerogatives tends to be resisted, as attested to by today's debates over the uses of federal funds for education (even though these make up only about 7 percent of all funding for education). One of the original mandates of the U.S. Office of Education, however, was that it make assessments of the state of education in the country and report to the American people. This had never been done until Francis Keppel,* U.S. Commissioner of Education in the Johnson administration, became interested in seeing whether and how the mandate could be carried out.

The idea for a census-like assessment of educational achievement had been discussed within the Corporation for some years, and in 1963 the foundation, with Keppel's encouragement, convened a group of educational and testing experts and representatives of other foundations to discuss its feasibility and desirability. Out of their preliminary work was formed, in 1968, the National Assessment of Educational Progress (NAEP), to which the Corporation contributed more than $2.5

*Son of Frederick Keppel, who was president of Carnegie Corporation from 1923 to 1941. Francis Keppel also served as a trustee of the Corporation from 1970 to 1979.

million for the planning and test design before funding was assumed completely by the federal government. NAEP is now supported by the National Institute of Education and is administered by the Education Commission of the States, an educational policy compact supported by the states which itself was started with Corporation assistance.

Since 1960, NAEP has conducted periodic surveys of the educational attainment of nine-, thirteen-, and seventeen-year olds in ten subject areas, measured according to objectives established by local school personnel and others. The findings are communicated back to the schools and the public via the press, publications, and meetings in the hope that the information will be used to improve the educational process (but with no assurance that this will happen). To date it is the best mechanism, apart from standardized tests, for gaining a broad national and regional picture of what students are actually learning in schools.

In conducting the assessments, NAEP has had to develop new kinds of measures and sampling techniques that did not exist previously, and this work, along with dissemination, has in 12 years absorbed a great deal of federal and private money —$64 million or thereabouts— with uncertain impact on the schools. The Corporation has contributed to two outside "assessments of the Assessment" in the past few years, which have taken another look at its mission, testing techniques, and methods of communicating its findings to pertinent audiences, and recommendations have been made to make it more useful. Lurking suspicions that it might presage federal goal-setting for education, which it does *not*, have dogged it from the beginning. But with the growing insistence by the public that schools improve educational outcomes, educators may begin seriously to look to the Assessment for guidance in framing their policies. Much depends on the willingness of the federal government to reverse its declining support for NAEP in recent years.

In the early 1970s, as the so-called school accountability movement was gathering momentum, tests took on even greater importance as an index of educational outcomes. The Corporation began to seek through its grants not only to bring clarity to the debate about the functions and validity of standardized tests but to see how and whether measurement instruments could be developed for diagnostic purposes and for taking remedial steps in behalf of children who were doing less well than they should. The staff has also been concerned that the new minimum competency tests, which have been adopted by many states as a graduation standard, not be used to penalize students but to prompt schools to take corrective action with those in danger of being held back.

Up until now, in the absence of tests designed to yield information for public accountability purposes, standardized tests have been widely used to report to parents, school boards, legislators and citizens groups. Yet they are fundamentally unsuited for judging how well schools are doing their instructional job. They are useful at best in comparing the performance of one individual against another for sorting and selecting purposes.

The Corporation has been involved in the development of tests that exemplify more appropriate measures of educational outcomes and instruction. One of the most successful of these is Degrees of Reading Power (DRP), a test of reading

comprehension developed for the New York State Department of Education by an independent research firm, Touchstone Applied Science Associates.

In the test, students are asked to read progressively more difficult nonfiction passages that have selected words deleted. Several options for completing the blanks are given, and in order to select the correct one, the students must understand the surrounding sentences. Their scores reflect the highest level of textual difficulty they can master.

One feature of DRP is that any expository writing a child might be asked to read can be rated on the same scoring system devised for the test, so that from a child's test results a teacher can judge whether or how well the student will grasp textbook material. Eventually, it is planned, teachers should be able to select reading materials at the level of the child's reading ability (or just above, in order to spur the child to learn more). Follow-up studies are now being conducted to determine ways in which teachers and textbook publishers can use information from the test results to organize and improve reading instruction and achievement.

DRP represents an important advance in measuring student achievement against criteria for what they should have achieved at their grade level and in assessing their progress. It has now been adopted by New York State, to be given to ninth graders in guiding their remedial work and to determine whether students meet minimum graduation standards in reading. Corporation assistance is enabling the College Board, in agreement with the New York State Education Department, to market DRP for use by other states and school districts for instructional, minimum competency, and accountability purposes as well as by other agencies, such as community colleges, for student placement.

One of the main difficulties involved in the promotion of better kinds of tests that serve the purpose of improving public education is that test development is expensive: it requires research on a subject area and on the ways a subject is learned at the same time, and this takes money. The Corporation has contributed more than $1.8 million for the development of DRP, which is only a portion of the true cost of the work. Commercial publishers appear not to be able to afford the investment. If further advances are to be made, then, the federal government may be the only agency that can marshal the required resources. This is not likely to happen without pressure from the public and cooperation from the states and localities.

Broadening access to higher education

The Corporation has had a continuing concern with lifelong learning as a logical sequel to Andrew Carnegie's interest in public libraries as "the university of the people." As early as 1919 the foundation initiated what was called the Americanization Study to explore educational opportunities for adults, primarily new immigrants. About 1960 the Corporation's interest took several new, related directions. One was in response to the desire for further education and careers on the part of women who had "stopped out" for marriage and child rearing. Another was in breaking down the rigidities of college and university structures so that degrees could be earned by individuals of any age for whom four years of campus residence was impractical or inappropriate. Still another was in liberating conven-

tional attitudes about what constitutes learning and how it should be "credited."

The need to develop new opportunities for higher education took on special urgency with the coming of age of the baby-boom generation. (As one Corporation memorandum in the early 1960s put it rather melodramatically, "The projections of college enrollments for the years ahead are startling if not positively frightening. One estimate says there will be 12 million students in higher education by 1980—three times as many in 1960."*) How the resources, the teachers, and the facilities for this "onslaught" were going to be found was seen as a major challenge for the future.

The other impetus came from the growing national consensus that higher education should be available to all who are qualified to benefit from it: not only minority-group members and adult women but individuals who, because of physical or economic handicaps, geographical isolation, or other reasons, were not able to attend a higher educational institution, even on a part-time basis.

Since the early 1960s the Corporation has expended well over $12 million in support of programs to introduce flexible arrangements that have provided higher educational opportunities for millions of individuals and served as well to break the traditional lockstep from high school through college.

Continuing education for women. In the postwar period, many women who had interrupted their education to have families wanted to return to the campus to complete their baccalaureates or pursue advanced or professional education. Yet they faced many obstacles. Higher education for the most part was designed for the full-time residential student of conventional college age. Many women with family obligations could be neither full-time nor residential, or if they were, felt uncomfortable around students years younger than they. Night school was inconvenient, and university extension programs offered only the first two years of undergraduate coursework.

At the advanced education level, graduate and professional schools were reluctant to provide the arrangements which would have made it possible for more women to enroll. Financial need was a major deterrent to graduate work for women. Many male students financed themselves by holding research assistantships, but these were seldom open to women of any age and certainly not on a part-time basis, a situation that was symptomatic of the prevailing prejudice against the idea of women pursuing advanced education at all.

By 1960 women made up about 35 percent of undergraduate enrollments and about 33 percent of the labor force, but their participation rate in the professions was only 10 percent and declining. The Corporation was seriously concerned about the talent loss entailed in the exclusion of thousands of able women from the higher professions, not only on social justice grounds but because of the growing shortage of teachers and other professionals.

In the early 1960s the Corporation made the first of many grants to colleges and universities to establish continuing education programs and to develop new models

**The projections turned out to be correct, but no one anticipated the dramatic drop in fertility of the 1960s and 1970s, resulting in a baby bust. They could not have foreseen, therefore, that undergraduate enrollments 20 years hence would include 2.5 million adults—more than a third of the total!*

for advanced and professional study tailored to the needs of mature women. These programs demonstrated that there was no good reason why adult women could not pursue higher education on a flexible basis — that there was nothing, in short, standing in their way but the rigid rules and assumptions of the academic bureaucracy. The programs also demonstrated that there was a large and well-qualified clientele ready to take advantage of them.

The first grant went for an educational and career counseling program at the University of Minnesota. This was so successful that it was widely copied on other campuses. By 1965 approximately 70 other colleges and universities had initiated counseling services and special courses for mature women based to some extent on the continuing education model established at Minnesota.

The Corporation helped support somewhat similar programs at Syracuse University, the University of Pennsylvania, and Barnard College and also at Sarah Lawrence College which, with further grants, led to graduate programs in social work, elementary education, and librarianship taught by faculty members from New York University and Pratt Institute. Radcliffe College received grants for a program of fellowships at its Institute, most of which were postdoctoral, offered to talented mature women who needed encouragement and modest financial assistance. The Corporation in addition supported the first fellowship programs to women for part-time graduate study — one in the graduate school of arts and sciences at the University of Wisconsin, others at the University of Pittsburgh's library school and its graduate school of public and international affairs.

Nearly $2 million for the continuing education programs was appropriated by the Corporation from 1960 to 1972, when the foundation shifted its focus to the status of all women within higher education.

Nontraditional education. Another trend that the Corporation helped to shape concerns the diverse, unorthodox, and occasionally controversial movement that has come to be labeled nontraditional education. Support for the new forms, new structures, and new opportunities for higher education has over the past 20 years totaled more than $10 million.

Nontraditional study, which the Carnegie-supported Commission on Nontraditional Study called more an attitude than a system, departs from traditional education in its explicit recognition that learning should be measured by what students know rather than by how they have come to know it. Beyond that, it builds on two basic premises: that opportunity should be open to all who wish to learn and that education is a lifelong process not confined to age level or campus classroom.

The Corporation in 1960 had already been looking for some years to establish a degree program through independent study. Aware that the University of London had been offering a highly respected external degree since before the turn of the century, the foundation staff did not see why the decentralized system of education in this country need be a permanent barrier to recognition of a national system of credit by examination leading toward a degree. Such college-level examinations, moreover, could be credited by colleges for study not done on their campuses, something which could be invaluable to administrators seeking to evaluate previous

education among the growing number of transfer students from junior colleges.

In 1960 the Corporation commissioned a study of the feasibility of developing such a national system of credit by examination, and in due course the College Entrance Examination Board (CEEB), using Corporation support, launched the College-Level Examination Program (CLEP).

CEEB, in developing CLEP, built on its experience with Advance Placement tests, which are used to exempt high-scoring students from taking courses in certain college subjects. Although acceptance of CLEP for college credit by the higher education community was slow and the participation of unaffiliated students was at first small, by now more than 90,000 people are taking the examinations each year in as many as 42 different subjects, and 1,000 colleges recognize the results of the tests for the purpose of course credit. They have been particularly useful in evaluating work done in the armed forces.

CLEP did not, however, create an external degree, since no college or university in this country was willing to award one solely on the basis of tests or off-campus learning experience. The major breakthrough came in 1970 when the University of the State of New York, the degree-granting authority of the state, announced that the Regents would award the first true external degree, one aimed at giving recognition to the skills and experiences of thousands of qualified citizens who might otherwise be barred from advancement in employment or from the realization of personal goals. The Regents External Degree (REX), which has grown into a national program, is open to individuals of high school age or older, who enter the program at any level their capabilities allow and progress at their own pace. All learning is validated through proficiency examinations which are a combination of the New York State Proficiency Examinations developed with Ford Foundation funds, the CLEP exams, and new examinations. Both Ford and Carnegie contributed heavily to the development of REX.

Currently, 20,444 REX students from every state are enrolled in eight different degree programs, divided between associate and baccalaureate levels, and there are approximately 15,000 degree holders. A high proportion of the enrollees are members of the armed forces and about half are women.

At about the same time that the Regents External Degree was announced, the State University of New York, with Ford Foundation and Corporation funds, established Empire State College as a separate unit for independent study within the New York state system of higher education. At Empire State, students of all ages work toward associate and baccalaureate degrees under the supervision of faculty mentors, with whom they develop an individualized plan of study and to whom they periodically report at regional learning centers. Empire State has awarded approximately 8,000 degrees to men and women in 11 different subject areas.

In the past ten years the Corporation has encouraged and supported the assessment of other ways in which people learn outside the formal educational system. A formidable array of educational courses, for example, is given by business, labor unions, professional organizations, government, cultural organizations, and other noncollege institutions to as many as 30 million Americans. The Corporation is supporting the Project on Noncollegiate-Sponsored Instruction of the Regents of

the State of New York, which evaluates these programs and makes credit recommendations to the higher education community within the state. More recently it has been supporting the use of television and other nonprint media as avenues for gaining nontraditional college degrees of superior quality.

Carnegie Commission on Higher Education. In 1960 a Corporation staff memorandum, referring to the baby-boom, spoke of the "extraordinary prospects facing institutions of higher education." The country's colleges and universities, it said, were entering a period of the most spectacular growth in their history, but there were no individuals, nor was there any group, engaged in long-term study of the fundamental forces, needs, issues, and conflicts which would shape the future of American higher education.

The Corporation saw this as an opportunity for foundation action, and over the next few years it financed a series of studies and projects aimed at providing a national perspective on higher education and at strengthening the hand of educational leaders and public policymakers as they faced the challenges ahead.

In 1965, this program took an unexpected turn. The Corporation's sister foundation, The Carnegie Foundation for the Advancement of Teaching (CFAT), which the Corporation's president also headed, had been created in 1905 to give expression to Mr. Carnegie's concept of free pensions for virtually all college and university faculty members of his day and to conduct educational studies. Many important studies had been carried out in the past but none recently, and the pension load had become insignificant. The question was raised about the CFAT's future.

The CFAT possessed a charter binding its activities to the welfare of higher education and a board of trustees drawn almost entirely from the academic community. These assets, it was felt by the trustees, were not lightly to be abandoned in the new era of universal higher education. The decision was made, therefore, to continue the Foundation's existence and revive its old mission of conducting educational studies.

The Corporation, for its part, agreed to consider an annual request from the Foundation to support a major project in higher education, one which would actually be carried out by an appointed commission. The result was the formation of the Carnegie Commission on Higher Education, which Clark Kerr, former president of the University of California at Berkeley, agreed to chair.

Initially the trustees of both foundations had thought that the new Commission should carry out a comprehensive study of the future financing of higher education, but Mr. Kerr was of the opinion that this could not be done without looking more broadly at its structure and functions. The trustees concurred, and the project was designated the Carnegie Commission on the Future Structure, Functions, and Financing of Higher Education, which was then shortened to the Carnegie Commission on Higher Education.

The Commission was an *ad hoc* body fully independent of both foundations, with a life limited to six years. Financed by the Corporation in annual grants of $1 million, it was one of the Corporation's most important endeavors, although it had the indirect effect of reducing the support of higher education studies within its regular grants program.

The accomplishments of the Commission can scarcely be summarized in a few paragraphs. One can point to its publications—the 23 Commission reports, the 60 sponsored research reports, the 23 technical reports. In breadth of coverage, quality of research, sheer mass of data, and objectivity of presentation, these reports constitute possibly the most comprehensive and important body of descriptive and analytical literature about higher education ever produced.

One report, *Less Time, More Options*, issued in 1971, had a substantial impact on the academic community generally, in helping to break down unnecessary rigidities in the system and to popularize the notion that higher education should be available to all who seek it on a flexible basis, the very principle that had guided the Corporation's program in higher education for years.

Possibly the most important aspect of the Commission's entire effort was the conspicuous attention it devoted to equality of opportunity in higher education. While this was a general theme running through much of its work, the Commission dealt with it specifically in 11 of its 23 reports: *Quality and Equality*, 1968; *A Chance to Learn*, 1970; *The Open-Door Colleges*, 1970; *Quality and Equality* (revised recommendations), 1970; *Higher Education and the Nation's Health*, 1970; *Less Time, More Options*, 1971; *From Isolation to Mainstream*, 1971; *New Students and New Places*, 1971; *Institutional Aid*, 1972; *Opportunities for Women in Higher Education*, 1973; and the final report, *Priorities for Action*, 1973. These reports helped provide the impetus within higher education and government for making major advances toward the goal of equal educational opportunity.

They recommended, for example, the establishment in 1972 of the Basic Education Opportunity Grants (BEOG), now referred to as Pell Grants (for the U.S. Senator who sponsored the program), which awards students tuition assistance on the basis of need. They also led to the formation of the Fund for the Improvement of Postsecondary Education, a governmental foundation, to encourage innovation in higher education.

Altogether, the Commission's reports, testimony before legislative bodies, and advice to federal and state officials directly affected the spending of billions of dollars of federal funds for higher education, no small return on the Corporation's investment and suggesting that despite the massive movement of the government into areas which were once a private responsibility, there is an important role for foundations in public policy formation.

With the completion of the Commission's work, the CFAT decided to continue the study of higher education. The era of campus activism, anti-war protest, and radical changes in national values and personal lifestyles that affected campus life was past, bringing in a new set of challenges to higher education: declining enrollments, financial retrenchment, lowered optimism, growing conservatism, and the diminished capacity and will for experimentation. These now became the major issues dealt with by the CFAT in subsequent studies, a number of them supported by the Corporation.

Improving the Status of Women. In the years following the Presidential Executive Order of 1968, which forbade discrimination by federal contractors on grounds of sex, hundreds of formal charges of sex discrimination were filed against various

institutions and entire state systems of higher education, requiring institutions to confront some bleak facts about the status of women on their campuses. Of all doctorates earned in the United States between 1960 and 1969, only 11.6 percent went to women, and in many fields there were virtually no women at all gaining Ph.D.s. Equally poor was the representation of women in the graduate and professional schools, which helped explain why, in 1970, they made up only 3.5 percent of lawyers, 2 percent of dentists, 7 percent of physicians, and less than 1 percent of engineers.

While women made up from one-fifth to one-quarter of the total teaching and professional staffs in colleges and universities, most of them were located at small colleges, junior colleges, and institutions with lower prestige. Less than one-tenth of all women faculty members were full professors, whereas a quarter of the men held that rank. Finally, they earned considerably less than men. The Carnegie Commission on Higher Education in its 1973 report, *Opportunities for Women in Higher Education*, estimated that, as a group, women faculty members and administrators earned $150 to $200 million less per year than men in comparable positions.

Many explanations were put forward for the underrepresentation of women in higher education, not least, the lingering effects of the "headlong rush into maternity" by young women after the Second World War, which had kept many of them at home during the critical years when most career choices were made. But discriminatory practices and attitudes on the part of a male-dominated system loomed as the most intractible barrier to women's advancement in the present and future. The academic community, however, declined to acknowledge this or to take remedial action. As a consequence, women began to look to the federal government for redress. Individually and collectively, they sued the systems over hiring, pay, promotion, nepotism rules, part-time appointments, and a host of other issues under the anti-discriminatory laws and regulations.

In the early 1970s the Corporation, building on its program in continuing education for women, began to make grants addressed to women's position in higher education generally. Since then it has appropriated more than $7 million for programs aimed variously at increasing opportunities for women in nontraditional fields; studying women students and the college environment; training women in academic administration; researching administrative policies and practices; providing career counseling for women Ph.D.s; and facilitating promotion of women faculty members to tenured positions. In addition, the foundation has supported a number of projects that offer continuing appraisals of women's progress, or the lack of it, in the field. One of these is the Project on the Status and Education of Women.

In 1970, as women began to seek remedy through the courts and through new laws and to broaden the examination of higher education's relationship to women, institutions found themselves in a difficult position to respond. Burdened with staggering financial problems and shrinking enrollments, their attention was fastened in extreme instances on simply staying solvent. Moreover, they had no firm base of information about discrimination and sometimes an erroneous notion of the laws and regulations that dealt with it or the ways of correcting inequities. The

federal government, which had driven home the illegality of discrimination by delaying federal contracts at some 40 universities, did not seem prepared to make things any clearer.

To help institutions gain a better understanding of the issues, the Corporation, along with two other foundations, funded the newly organized Project on the Status and Education of Women, sponsored by the Association of American Colleges, in Washington, D.C., and headed by Bernice Sandler. Its specific aims were to make the education world aware of the federal regulations and statutes concerning women in education and to keep administrators, academic and nonacademic women, and government abreast of developments on all college and university campuses.

Eleven years later the Project is still operating at high speed, issuing summaries of federal rulings, writing and reprinting issue papers, digging out statistical data on women's status in every category of higher education, and beyond that serving as a basic clearinghouse for people and institutions interested in education. In doing so the Project, more than any other single agency, has managed to authenticate the existence of sex discrimination on campus and aided greatly in the ability of institutions to comply with federal policy, helping government in the process to set goals for affirmative action that are reasonable and fair.

The climate for women in higher education has improved markedly in the last decade. Women students now make up more than half of undergraduate enrollments, and institutions battling enrollment declines are glad to have them on campus. A recent study showed that a quarter of all women entering college today plan a career in one of the professional fields of law, medicine, engineering, or business. Progress toward sex equity in academic employment, on the other hand, has been slow, mainly because the economic retrenchment in higher education has resulted in little hiring, and competition is fierce for the few jobs available. Women are still badly underrepresented in the academic and administrative ranks or are locked in sex-stereotyped roles and fields. Today, women make up about 25 percent of full-time faculty positions but only 11 percent of tenured faculty. The more prestigious the institution, the lower the percentage.

There are many ways of interpreting the figures, but most analysts conclude that sex discrimination is still an important factor in the discrepancies. There will be a role for the Project on the Status and Education of Women for some time to come.

CONCLUSION

The preceding pages have described aspects of Carnegie Corporation's grant-making program over the past 20 years to help those less advantaged in society to gain a greater say in the policy decisions that affect their lives and to broaden opportunities for them, particularly in the field of education. The aim explicitly has been to help close the gap between our democratic ideals and the reality that millions of American citizens historically have not enjoyed equal opportunity and rights as guaranteed them by the laws of the land. Looking toward the next 20 years, it seems evident that a continuation of this effort will be more important than ever,

not only on grounds of principle but for the pragmatic reason that we are entering an era in which no individual can be counted as expendable. Our population as a whole is growing older. The median age today is 30. The number of young persons below the age of 15 has dropped by 7.8 million since 1970, while that of adults age 25 to 34 has swelled by 12.8 million and that of the elderly by 5.2 million. The next generation will be assuming an unusually heavy burden to produce the nation's cadres of professional, administrative, technical and skilled workers, to ensure the well-being of the generation behind it, and to provide assistance to the 12 to 15 percent of the population of elderly people that the nation will have by the next century. Without doubt, an increasing share of this responsibility will fall upon members of minority groups who, by natural increase and immigration, will constitute a rising proportion of the young.

For these reasons the Corporation can be expected to continue investing its limited resources in young people, with a special emphasis on minority-group members, women, and girls, who remain a comparatively neglected pool of talent for the nation and whose services will be desperately needed to maintain the nation's standard of living and its very capacity to defend itself. Much has been achieved in the society during the past 20 years to bring these groups into the mainstream; much remains to be done.

The Report on Program

The list of grants

During the year ended September 30, 1981, the trustees approved $12,259,610 for a total of 95 grants and appropriations, including $536,400 for the international program. There were 92 grants, including 26 to schools, colleges, and universities, and 66 to other organizations; 3 appropriations were made for projects administered by the officers. This year the Corporation also made one program-related investment.

The charter of the Corporation provides that all funds are to be used for "the advancement and diffusion of knowledge and understanding." Grants must be broadly educational in nature but are not necessarily limited to the formal educational system or to educational institutions. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years. These areas, which are described in succeeding pages, fall under the headings of higher education, elementary and secondary education, early childhood, public affairs, and the international program. The program areas in turn are divided into subcategories representing some of the Corporation's current priorities. Grants that do not fit easily into these categories are listed in the "other grants" section. In the past, the Corporation has had programs in the arts and in medical education and the delivery of health services but no longer makes grants in these areas.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for the basic operating expenses or facilities of schools, colleges, or day care centers. Nor does it provide general support for social service agencies or fund endowments.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.

Higher education

In its higher education program, the Corporation's primary interest is to aid the search for long-range solutions to the problems created by projected enrollment declines, increasing financial constraints, and other difficulties now facing educational institutions. Toward this end, the foundation is making grants to assist groups of institutions in working together for common purposes and is encouraging efforts by colleges, universities, and educational organizations to improve their productivity and make the most effective use of their available resources without sacrificing educational quality. This year a program-related investment to the Telecommunications Cooperative Network was part of this strategy. Perhaps the major focus within this program concern has been to find ways of strengthening the research libraries of the nation through cooperative, cost-effective projects and to help them utilize computers and other new technologies in improving their operations. Grants to the Council on Library Resources, Columbia University, and the Association of American Universities fall within this category.

For many years the Corporation has also been seeking ways to increase opportunities for individuals of all ages and backgrounds to obtain college degrees. The emphasis has been on so-called nontraditional study — off-campus degree programs for adults, the assessment of experience-based learning, and the evaluation for college credit of courses offered in noncollegiate settings such as business and industry. Recently, the Corporation has begun to support some projects that are developing new methods of delivering nontraditional education to students through the use of telecommunications and other technologies that make it possible for students to participate in higher education without regularly attending campus-based classes. The National University Consortium for Telecommunications in Teaching is an example of this type of effort.

In addition to encouraging colleges and universities to develop nontraditional programs of study, Corporation funding supports other means for improving educational and professional opportunities for women and minorities. These include projects designed to document and distribute information about institutional policies and practices that are supportive of, or detrimental to, women; to improve the visibility and contacts of women administrators; and to help women faculty members increase their chances of gaining tenure. The Corporation also takes note of the special problems experienced by predominantly black colleges and tries to assist them through grants to central organizations offering services to these institutions.

On occasion the Corporation contributes fellowship support to the American Council of Learned Societies, the Social Science Research Council, and the Carnegie Institution of Washington for basic research in the humanities, social sciences, and natural sciences. Apart from these grants, the Corporation does not provide direct funding for scholarly research except in those cases where it might relate to other program interests.

Council on Library Resources (CLR) **$450,000**

One of the major problems confronting research libraries is the lack of personnel trained to fill top-level management and other positions in these complex institutions. CLR, a Washington, D.C.-based organization established by the Ford Foundation in 1956 to assist academic and research libraries, has initiated a six-part project designed to improve the professional education of individuals working in this field. Some costs associated with coordinating the effort, along with two of its components — a Management Fellows Program to upgrade the skills of senior library administrators and an annual "Frontiers of Librarianship" conference focusing on critical issues facing research libraries — are being supported by this three-year grant. The project's other activities, which are being carried out in conjunction with both libraries and library schools, involve recruitment, internships, curricular reform, and research. Additional funding is being provided by the Andrew W. Mellon Foundation.

Columbia University **$50,000**

Large portions of this country's library collections are in danger of deteriorating beyond repair. Documents printed on paper present the most significant problem, but microfilms, recordings, and other holdings also require skilled care to keep them in good condition. To meet this need, the School of Library Service at Columbia University has initiated a graduate-level program, based at Columbia and the New York University Institute of Fine Arts Conservation Center, which is designed to train professional conservators of library and archival materials. The School is also developing a series of courses that will prepare individuals for careers as administrators of library preservation efforts. Both programs incorporate technical instruction and related topics such as the history of books and printing. The project is being supported by this three-year grant and by funding from the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

Association of American Universities (AAU) **$15,000**

Last year, at a conference sponsored by the AAU and the Council on Library Resources (CLR), participants identified five issues that are expected to have a major impact on the operations of research libraries in the United States: the development of bibliographic data bases; resource sharing among libraries; the preservation of library materials; the applications of new technologies; and the quality and content of professional library education. In order to examine these questions more closely, AAU and CLR set up five task forces that investigated each of the topics and produced a report recommending specific actions that should be taken in the immediate future. The project costs were shared by the Corporation and the Andrew W. Mellon Foundation.

American Council on Education (ACE) **$100,000**

In 1980 the federal government appropriated over $5 billion in loans and assistance for students attending colleges and universities. ACE, in collaboration with the National Association of Student Financial Aid Administrators and the Education Commission of the States, is using this three-year grant to help formally establish the National Student Aid Coalition to represent the interests of the other groups — educational institutions, private agencies, state governments, and students themselves — who also share the cost of postsecondary education. The Coalition will study and make recommendations to the U.S. Department of Education about formulas for determining a family's ability to pay for higher education, standards for student expense budgets, and other policies and practices related to financial aid. Another of its concerns will be to find ways of coordinating federal and state grant and loan procedures. Additional support is being provided by the Ford Foundation.

Ohio College Association (OCA) **$15,000**

OCA is a consortial arrangement involving 71 public and private colleges and universities in Ohio. In 1979, with support from a number of foundations and corporations, it initiated an effort to inform foreign students about OCA institutions as well as to provide increased options for American students to study abroad. One of the project's first accomplishments was the publication of *An International Guide to Ohio Colleges and Universities*, which has been distributed worldwide to student advisors, government officials, and other key individuals and organizations. It has also established a referral service for foreign students interested in academic opportunities in Ohio, conducted workshops for OCA faculty and administrators on international program development, and helped some of its member institutions create links with their counterparts overseas. This grant assisted OCA's activities from the spring of 1981 until the fall semester began.

Council for Interinstitutional Leadership (CIL) **$15,000**

Beginning in 1977, Corporation grants enabled CIL, a consortium of 55 consortia, to conduct an analysis of savings achieved by the activities of over 50 consortial projects and to distribute a report on its findings to colleges and universities. In order to further its efforts to promote cost savings through consortia, CIL recently affiliated with the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB). Working together, the three associations will encourage communication, cooperation, and coordination among national educational organizations as well as regional groupings of institutions and related agencies. This grant, along with funding from the Exxon Education Foundation, permitted CIL to move its headquarters from Alabama to Washington, D.C., where ACE and AGB are located, and to plan future program directions for the organization.

Nontraditional study

National University Consortium for Telecommunications in Teaching (NUC) **$445,950**

The University of Maryland and the Maryland Center for Public Broadcasting used previous Corporation grants to develop NUC with the goal of making postsecondary education, based on televised and print materials, available to adult learners whose job schedule, geographic location, or other physical or economic limitations make attending classes on campus difficult. Currently NUC, which has now been established as an independent entity, offers bachelor's degree programs in the humanities, the behavioral and social sciences, and technology and management. The television component of the courses is broadcast through satellite distribution by public stations and cable systems, and local institutions enroll and direct the work of student participants. During NUC's first semester of operation seven colleges and universities and more than 350 students took part in the project, and four more institutions joined for the second semester. This supplementary grant in support of NUC is enabling the organization to accept a minimum of 10 additional higher educational institutions with associated television stations as members and helping it to design or adapt a number of new courses.

Clearinghouse for Community Based Free Standing Educational Institutions **$234,900**

Established in Washington, D.C., in 1976, the Clearinghouse comprises 43 independent, nontraditional educational institutions that serve primarily minority and disadvantaged students. The Clearinghouse used previous support from the Corporation to design and implement a model technical assistance system for helping independent community-based institutions achieve accreditation and thus eligibility for federal funds, and to develop program evaluation criteria that are appropriate to community-based education. This three-year grant is enabling the Clearinghouse to refine and test a series of standards that will allow its members to assess the effectiveness of their admissions procedures, instructional methods, counseling services, and other activities. The standards will also enable accrediting institutions to make informed judgments about the work of nontraditional groups offering postsecondary education.

Opportunities for women and minority-group members

University of Utah **$177,700**

HERS/West (HERS stands for Higher Education Resource Services) was founded in 1979. Under the direction of Shauna Adix, who also heads the Women's Resource Center at the University of Utah, the organization has two goals: assisting the professional development and advancement of women, particularly administrators, at higher educational institutions in Utah, Arizona, Colorado, Idaho, and New Mexico; and encouraging colleges and universities in these states to improve

their records regarding the employment and promotion of women. This three-year grant is enabling Adix and her staff to identify and train one individual from each campus in the region to work with HERS/West on designing programs and activities that will help local academic women deal with sex-equity issues at their institutions. The project will use workshops, a newsletter, and other means to bring women on widely separate campuses together around issues of mutual concern. Additional support is being provided by the William H. Donner and Ford foundations.

American Institutes for Research in the Behavioral Sciences (AIR) **$65,000**

During the past decade colleges and universities have made considerable strides in eliminating the forms of sex-based discrimination that have been declared illegal, but there are other, less obvious factors that contribute to the continuing differential in the status of men and women in higher education. AIR, a scientific and educational research organization, used previous Corporation funding to develop a self-study guide designed to help postsecondary institutions identify and deal with policies and practices that contribute to sex-related inequities on campus. The guide is based on a questionnaire intended to identify specific discriminatory incidents experienced by women students, faculty, and administrators and covers such topics as women's studies programs and the ways that grievance procedures are handled. This year a grant of $50,000 is enabling AIR to produce and disseminate a description of the guide for senior institutional administrators, to develop a resource compendium detailing materials and programs that can aid the implementation of strategies for change, and to disseminate the material. Complementary dissemination efforts are being supported by the Fund for the Improvement of Postsecondary Education. A further grant of $15,000 this year permitted the AIR staff to make site visits to 20 higher educational institutions that participated in a field test of the questionnaire.

Salem College **$15,000**

While most liberal arts colleges offer courses relating to women's studies, progress in integrating the content of these courses into the standard curriculum has been slow. This problem concerns the presidents of 16 women's colleges from across the country who have been conferring informally for a number of years about the shared interests and experiences of their institutions. They met last March, along with members of their faculties, to begin working together on ways of incorporating present and future scholarship about women into their colleges' curricula. Discussions at the gathering centered around recent developments in women's studies and the implications of these new directions for instruction in history, literature, psychology, and other fields. This grant, which was administered by Salem College, paid some of the costs of the conference. The Ford Foundation also provided support.

American Council on Education (ACE) **$15,000**

Although colleges and universities are beginning to include more women and minorities among their trustees, there have been no studies done on how these new "nontraditional" members affect their boards and the institutions they govern. This grant is enabling Mary Ellen Capek, director of continuing education at Princeton University, to survey approximately 10 to 15 New Jersey boards of trustees, along with a few others from across the country, to determine how different boards recruit, appoint, and integrate nontraditional members. Among the issues she is exploring are the types of programs and activities that higher educational institutions have designed to assist women and minorities who are coming onto their boards and the extent to which nontraditional trustees act as advocates for the constituencies they represent. Capek is also interested in examining the impact that nontraditional board members have had on affirmative action issues at their institutions. The project is being carried out under the auspices of ACE.

University of Pennsylvania **$15,000**

As universities and colleges begin to diversify their board memberships, more women are becoming trustees of these institutions. Often they are expected by their colleagues to be experts on a wide range of "women's issues," such as affirmative action and women's studies, and at the same time deal with the many financial, legal, and other questions that their institutions face. Cynthia Secor, director of HERS (Higher Education Resource Services), Mid-Atlantic, which is based at the University of Pennsylvania, is using this grant to design a training program aimed at helping women become more effective in their roles as trustees. Planning activities include interviewing approximately 30 women trustees to determine their needs for assistance with management techniques and related skills, and conducting a national market analysis for the proposed training program. Secor and her staff will then develop approaches and materials to address the specific concerns of women serving on higher educational boards.

National Association for Equal Opportunity in Higher Education (NAFEO) **$100,000**

NAFEO, in Washington, D.C., is a membership organization serving 120 historically black colleges and universities. In 1978 Corporation funds enabled NAFEO to sponsor a series of two-day seminars that allowed members' presidents to discuss ways of surmounting the complex financial, legal, educational, and sociological problems confronting these institutions. Among the issues considered by the participants were the appropriate mission of black colleges and their relationship to federal agencies. This grant for transportation, hotels, meals, and related costs is providing support for the meetings over an additional two-year period. Each gathering, which is held away from campuses and the pressures of daily business, is attended by approximately 16 presidents.

University of New Mexico **$89,100**

In 1979 the University of New Mexico used Corporation support to publish a directory of higher educational programs designed specifically for Hispanics and Native Americans. The directory was based on a survey of colleges and universities which yielded a great deal of previously unavailable information about efforts to aid students from these backgrounds. This grant is enabling the University to analyze the data further and to review other research findings in order to produce a report focusing on several critical issues: the number of Hispanics and Native Americans seeking postsecondary education, their achievement levels, and the success or failure of academic services created to assist them. The goal of the report is to help policymakers respond more effectively to the educational problems of individuals from both minority groups.

Catholic University of America **$63,680**

Beginning in the late 1960s, affirmative action helped increase minority-group members' participation in higher education and thus expand opportunities for them to move into the mainstream of American economic life. Recently, however, this trend has slowed, a situation which has been attributed to the state of the economy, the impact of the Supreme Court's *Bakke* decision, and the lack of effective leadership by the federal government in the enforcement of affirmative action within educational institutions. The Center for National Policy Review, a public interest law group that is part of the Catholic University Law School in Washington, D.C., is using this grant to analyze the record of the U.S. Department of Education in enforcing affirmative action policies. Director William Taylor and the Center staff are studying the Department's efforts to stimulate, assist, and require equal opportunity in higher education, particularly in graduate and law schools.

Miscellaneous

Association of Governing Boards of Universities and Colleges (AGB) **$283,000**

Clark Kerr and David Riesman, two widely respected scholars in the field of higher education, are heading an AGB-sponsored study aimed at improving presidential leadership in American colleges and universities. One major activity of the investigation, which is being supported by this two-year grant, is evaluating the various processes used to select institutional presidents and identifying new pools of individuals who might be effective candidates for these positions. Kerr and Riesman are also concerned with developing criteria for judging successful leadership policies and practices in the many different kinds of higher educational institutions. The reports and recommendations resulting from the examination will be disseminated by AGB to presidents, trustees, and others through its meetings, journals, and related efforts. A national commission of prominent postsecondary educational leaders and scholars is providing guidance for the project.

American Association of University Professors (AAUP) **$15,000**

Since its founding in 1915, AAUP has been dedicated to the principle of shared authority among the faculties, administrations, and governing boards of colleges and universities. Recently, it has become concerned about the erosion of the faculty role in institutional policymaking, a situation due, in part, to the financial crisis in higher education which has tended to consolidate the responsibility for budgetary decisions in the hands of administrators. In order to reinforce the importance of faculty involvement in institutional planning, AAUP used this grant to hold a conference at the Johnson Foundation's Wingspread meeting site. It brought together approximately 40 representatives of higher educational associations, institutions, and multicampus systems. Among the topics discussed at the gathering was how faculty members can become more active in helping their institutions to make optimum use of diminishing resources. Conference participants also worked on a design for a Faculty in Governance Support System that would encompass a national information and research center guided by a network of faculty senates.

Association of American Colleges (AAC) **$15,000**

The Corporation helped to support the Academic Collective Bargaining Information Service (ACBIS) from its establishment in 1973 by AAC, the American Association of State Colleges and Universities, and the National Association of State Universities and Land Grant Colleges. At first, ACBIS's services concerning employer-employee relations in higher education were used most frequently by management representatives of colleges and universities. However, in 1978 ACBIS initiated its Project on Educational Employment Relations, which expanded and promoted its assistance to independent unions, faculty groups, and public interest agencies. After ACBIS had carried out its activities for more than seven years, its board decided to phase out its operations. This grant, along with funding from the Exxon Education and Ford foundations, enabled the organization to fulfill its outstanding commitments while it wound down its work.

Academy for Educational Development (AED) **$13,875**

Since its establishment in 1961, AED has been working with American colleges and universities to solve some of their long-range educational, administrative, and financial problems. Now that higher education has entered an era of declining enrollments and fewer job opportunities, as well as increased professional longevity, AED believes that professors and other academic personnel need to consider possible changes in the nature and structure of faculty careers. In order to meet this challenge, the organization is designing a program of career counseling, life planning, and preretirement assistance aimed at making the maximum use of faculty talent. In the fall, AED held a conference for educators and officials of academic associations to discuss how these services can best be developed and delivered. Corporation funds paid costs associated with the meeting.

Elementary and secondary education

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been to find a way in which the Corporation, with its limited resources, can help the schools fulfill their obligation to educate all the nation's children. The foundation has been specifically concerned that school systems succeed in teaching adequate levels of basic skills to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Underlying this concern is the assumption that some children may need to be given more time, effort, and resources by schools if their adequate levels of performance are to be ensured.

In its grant making, the Corporation has been primarily concerned with urging and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being met, and then to change their methods if needed. Toward this end the Corporation has chosen to concentrate its grants in three areas. First, the foundation is supporting the development of tests that are better than current standardized measures of educational outcomes. The tests should allow definition of levels of adequacy in basic skills, measure whether students are meeting minimum levels of competency, and possibly suggest corrective action which should be taken if students are not doing well. Second, the Corporation continues to help groups outside the public schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's needs. Various strategies include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping the parents of these children to have a voice in educational decision making. Third, a series of grants has assisted professionals and citizens in analyzing the financing, governance, and operations of public schools and in devising new approaches that will be equitable and will lead to comparable outcomes for children.

A secondary emphasis of the elementary and secondary education program is to find ways in which school personnel can receive technical assistance and inservice support in order to achieve their goals with children and to cope with the kinds of demands that implementation is likely to place upon them. Related to this is the Corporation's support for increasing minority representation within school systems, primarily through the training of minority administrators.

The Corporation also provides some support for research on the basic processes involved in children's learning, either as part of the background required for designing appropriate measures of stages in the development of skills or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children. Other areas of interest to the foundation's

elementary and secondary education program include projects that promote equal opportunity for women and girls.

Recently, the Corporation has begun to explore whether there might be some appropriate role for it to play in applying modern information technologies (microcomputers, videodiscs, telecommunications, etc.) to the improvement of public education. This year the Corporation made two small grants for projects concerned with the educational uses of computers and related technologies.

The Corporation does not make grants for the support of individual schools, nor does it support the development of specialized curricula in the arts, drug education, population, or other subject areas. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minority children and to girls. The Corporation is also involved in some aspects of bilingual and bicultural education. Projects relating to the elementary and secondary education program but which overlap with the public affairs program are described in that section of the report.

Testing and accountability

University of the State of New York **$500,000**

A new type of test of reading skills, known as the Degrees of Reading Power (DRP), has been designed by Touchstone Applied Science Associates (TASA), an educational research and development organization, for the New York State Education Department. Since 1976 Corporation grants totaling $1,310,600 have supported the production and validation of DRP, which is intended to give a direct measurement of the most difficult textual material a student can read effectively, rather than to assess how his or her reading scores compare to those of other children. TASA has now completed a number of studies of DRP's validity and is using this grant to the University of the State of New York (the legal name of the New York State Board of Regents, which governs the New York State Education Department) to conduct two additional years of research focusing on specific factors associated with gains in reading performance, including the need to match levels of classroom reading materials with students' abilities. DRP is currently employed throughout New York State as one of the tests students must pass in order to receive a high school diploma, and it has been approved for use in Connecticut.

National Institute for Work and Learning **$77,830**

The National Assessment of Educational Progress (NAEP), which is funded by the federal government and carried out by the Education Commission of the States, is an evaluation of the academic achievement and abilities of American students. Based on an annual survey of a sampling of nine-, thirteen-, and seventeen-year-olds, its purpose is to provide information that can be used to upgrade the educational process. This grant enabled Willard Wirtz and Archie E. Lapointe, chairman and president of the National Institute for Work and Learning in Washington,

D.C., to review NAEP's activities since it was founded in 1968. Their examination encompassed the types of measurements and standards used by NAEP, its procedures for selecting and testing groups of students, and the value of its results to policymakers and researchers. Recommendations for improving NAEP's operations are included in a report Wirtz and Lapointe prepared at the conclusion of their work. The Ford and Spencer foundations also contributed to the project.

American Psychological Association (APA) **$75,000**

Standards for Educational and Psychological Tests is a report issued by the American Educational Research Association, the National Council on Measurement in Education, and the APA. The intent of the 1974 publication, which succeeds two earlier editions, was to provide assessment criteria for professionals involved in the design and use of tests. The *Standards* has come to be accepted as the most authoritative guide to excellence in testing practices, and it has been used by the courts, by federal equal opportunity enforcement agencies, and many others. A joint committee of the three organizations responsible for the *Standards* is using this two-year grant to produce a new version that will incorporate recent developments in the testing field and provide methods of applying its recommendations to specific testing situations. The report should prove useful to researchers working on measurement and evaluation procedures for educational and psychological tests.

National Academy of Sciences (NAS) **$15,000**

Recent intervention by courts and legislatures, amid the growing concern of minority groups that standardized ability testing may be discriminatory, has added to the controversy surrounding the appropriate use of tests and their results. In 1977, funding from the Corporation, the Ittleson Foundation, and several federal agencies enabled the Assembly of the Behavioral and Social Sciences of NAS to establish a Committee on Ability Testing. Its mandate was to carry out an objective examination of the technical and philosophical questions involved in ability testing and to produce recommendations for improving the role of testing in American society. The Committee investigated the role of testing in education, employment, the civil service, and other areas. This grant, which covered some staff, dissemination, and related costs, helped the Committee to complete a report on its findings.

Monitoring and advocacy

NOW Legal Defense and Education Fund **$425,000**

The Project on Equal Education Rights (PEER) is the major education project of the NOW Legal Defense and Education Fund, an organization dedicated to improving the status of women through public education, research, and litigation. Based in Washington, D.C., PEER is concerned with fostering equal opportunity in the nation's public schools. Its primary focus has been on monitoring Title IX of the

Education Amendments of 1972, which states that, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." PEER received two previous Corporation grants for its information, dissemination, and monitoring efforts, which have resulted in an impressive record of improving school compliance with and government enforcement of the law. Recently, it has begun to emphasize state and local activities, starting in Michigan, where it worked with a panel of corporate, union, and political leaders, as well as representatives of minority and women's groups, to help eliminate sex discrimination in community schools and make recommendations for change. Over the next three years, Corporation funding is enabling PEER to develop similar projects in a number of other states.

American Friends Service Committee (AFSC) **$355,450**

Title I of the Elementary and Secondary Education Act of 1965 provides funds for compensatory education programs in public schools. The 1974 amendments to this legislation require every school and district receiving Title I monies to have a Parent Advisory Council (PAC), thus making it possible for the mothers and fathers of disadvantaged students to play a significant role in their children's education. AFSC's Southeastern Public Education Program (SEPEP), which is based in Columbia, South Carolina, trains parents and other individuals to help PACs work with state and local policymakers on ensuring that the academic needs of children are being met. Two previous Corporation grants supported these efforts in several southern states. This two-and-one-half-year grant is enabling SEPEP to assist PACs in four school districts in both South Carolina and Georgia to carry out evaluations of their schools' Title I activities and develop ways of improving them. If effective assessment models result from this project, handbooks and training programs detailing the techniques involved will be disseminated to PACs nationwide.

National Council of La Raza (NCLR) **$175,000**

Established in 1968, NCLR is a Washington, D.C.-based group dedicated to improving the welfare of Mexican Americans. One of its major concerns is the distribution of federal funds under the Title I Migrant Education Program of the Elementary and Secondary Education Act, the largest single source of support for academic services affecting migrant children: its budget in fiscal 1980 was $245 million. Two previous Corporation grants enabled NCLR to conduct monitoring and advocacy activities on behalf of the program and to study its administration in five states. NCLR also assists migrant parents in several Texas and Florida school districts in forming parent advisory councils (PACs) that work with local schools to implement the migrant education provisions of Title I. PACs in these districts have achieved some notable successes, such as helping to bring about better coordination between schools in communities with large seasonal influxes of migrant families. Corporation funding for NCLR's efforts is being provided for another 18-month period.

School finance, operation, and governance

Educational Priorities Panel (EPP) **$13,275**

In recent years, New York City, like many other urban areas, has experienced a dramatic rise in both special education expenditures and the number of children receiving such services. These increases come at a time when support for educational programs is being cut back, a situation that could result in serious conflict between the needs of special education students and of other pupils. EPP, a coalition of educational interest groups in New York, carried out a study of the city's special education budget in order to identify more effective and equitable ways of allocating these funds. The examination focused, in part, on three areas: possible reductions in the administrative expenses of the New York City Division of Special Education, the distribution of special education funds among city school districts, and an evaluation of the programs offered in six schools. This grant helped Interface, a private consulting firm that provides staffing for EPP, to produce and disseminate a report on the project's results.

Training and assistance to school personnel

United Federation of Teachers (UFT) **$325,000**

The 1975 federal Education of All Handicapped Children Act (PL 94-142) requires that individualized diagnostic and educational services be given to all children judged by their parents or teachers to be handicapped. It further requires that, to the greatest extent possible, these services be provided within the normal school setting. The New York City school system, like other systems across the country, is finding this provision difficult to fulfill, in part because most of the city's teachers are not familiar with the instructional needs of special students and have little information about the types of handicapping conditions that may affect children in their classes. Using an earlier Corporation grant, UFT, the union representing the city's public school teachers, developed a model program, now operating in eight schools with sizable populations of special education students, that offers one solution to this problem. In each school, UFT staff has trained one teacher to be a "teacher specialist" who conducts workshops, helps fellow teachers learn to meet the educational needs of handicapped pupils, and is available to teachers wanting to consult about problems in their classrooms. This two-year grant is supporting these activities and funding expansion and institutionalization of the program in more schools within several school districts.

Massachusetts Department of Education (MDE) **$300,000**

Increased demands on schools to improve students' academic achievement, to respond to the needs of minorities, and to deal with a variety of other problems and issues, all during a time when staff cutbacks have placed a heavier burden on individual teachers, have led to a growing awareness of the importance of inservice

training for school personnel. In 1978 MDE created the Commonwealth Inservice Institute to provide assistance and funding to groups of teachers interested in developing training programs to improve their skills and upgrade the educational services in their schools. The Institute operates by taking federal and state funds received by MDE for training and distributing them in the form of small grants that enable teachers to pay for consultants, materials, and other expenses related to the training programs. This three-year award is enabling the Institute, which has already contributed to more than 350 programs involving approximately 5,000 educators, to assist teacher activities that do not fit into the categories set up by the federal government for the use of its funds. A portion of the award is also providing for dissemination of the Institute's policies and practices through a series of reports, conferences, and workshops.

Western Service Systems **$150,000**

The Chicano Education Project (CEP) was established by Western Service Systems in 1974 to address the cultural and scholastic problems affecting Chicano children in Colorado. Since 1976 it has received Corporation funding totaling $1,222,000 for its efforts relating to bilingual/bicultural education and educational accountability. CEP is now broadening the scope of its work by using this two-year grant to help establish a Center for Hispanic School Board members that will provide them with information, training, and a shared sense of purpose about improving education for Chicano students. The Center is being organized around an annual conference that will focus on topics such as testing, budget analysis, and affirmative action. As part of the project, CEP staff also plans to publish a bimonthly bulletin aimed at keeping board members informed about major local and national educational issues and to provide direct technical assistance to participants in the Center's activities.

Bay Area Research Group (BARG) **$148,000**

In the continuing quest for ways to improve education for disadvantaged children, there is a growing trend toward school-based reform efforts. These efforts, which take several different forms, are based in large part on analyses of the failures of "top-down" reforms: those initiated at the national or state level. BARG, a policy research organization in Palo Alto, California, is using this two-year grant to assess six different versions of school improvement programs and how they affect teacher participation in attempts to bring about school-wide changes. Under the guidance of Jane David, BARG's director, the study will trace teacher involvement in the process of school reform from the initial decision to institute new practices and policies, through the stages of planning for their implementation, and on to their actual use in the classroom. The results of this examination should enable BARG to determine and report on the strategies for school-based reform that are most successful in upgrading the quality of instruction and other educational services available to students.

Educational Products Information Exchange Institute (EPIE) **$143,000**

American elementary school pupils spend 90 percent of their academic study time using textbooks and other instructional materials, and there is a vast amount of materials among which school districts must choose. EPIE was founded in 1967 in Stony Brook, New York, to help those responsible for making purchasing decisions for schools to evaluate systematically and select materials that meet the goals of local school districts and the needs of their students. As part of its activities, EPIE recently introduced a program known as Comprehensive Services for Curriculum Selection (CSCS). Among services provided to subscribing institutions are mail and telephone consultation, instructional manuals and materials, and annual inservice leadership training programs for school personnel. This grant helped to maintain EPIE's basic operations during the period required to launch CSCS, which is expected to become a self-supporting activity.

Editorial Projects in Education (EPE) **$75,000**

EPE is an organization in Washington, D.C. dedicated to improving communication in and about education. Its president, Ronald Wolk, used an earlier Corporation grant to study the feasibility of establishing a national, nonprofit weekly newspaper to provide its readers with fast, accurate information on events, trends, and new ideas in elementary and secondary education. The publication, known as *Education Week*, was launched this year, directed primarily to an audience of policymakers for the nation's public and private school systems, such as the staffs of state education agencies, school board members, and principals, as well as parents and teachers. This grant is contributing to marketing and promotion efforts for the weekly while it works to build its circulation and acquire advertising. A number of other foundations are also funding the project.

Technical Education Research Centers (TERC) **$14,680**

One of the greatest barriers to the increased introduction of microcomputers and related technologies in schools is the lack of appropriate programming materials (usually called "software" or "courseware"). TERC, an educational research organization based in Cambridge, Massachusetts, is developing a plan for a Cooperative Educational Software Exchange that may promote more effective application of computer technologies in education. The Exchange would provide information about educational software and evaluations by users, including classroom teachers. Its data would be stored in a central computer so that the material would be accessible to any individual or institution with a computer terminal connected to the system. Over a three-month period, TERC held a "teleconference" that allowed individuals from around the country who are concerned with these issues to assess the feasibility of establishing the Exchange. Supported by this grant, the teleconference should result in a set of papers on the technical, practical, and philosophical aspects of the software exchange idea.

National Association of Secondary School Principals (NASSP) **$387,000**

About 25 years ago the Corporation enabled James B. Conant to investigate the problems and needs of American secondary schools and to make recommendations for changes that would improve the quality of the educational system. The Corporation is now providing support for two new studies of high schools, one conducted by The Carnegie Foundation for the Advancement of Teaching (see below) and the other cosponsored by NASSP and the National Association of Independent Schools (NAIS), which will look at what has happened in the schools in the intervening years. The NASSP-NAIS study is being carried out by a small group of scholar-practitioners under the direction of historian Theodore Sizer, and its central focus is on the classroom and the interaction of the student, the teacher, and the curriculum in both public and private schools. The research is proceeding by means of several historical essays that will trace the many changes in high schools since World War II, reviews of social science literature on contemporary schooling, and visits to some 50 schools in order to ensure that the practitioners' perspectives are taken into account. Twelve to 15 institutions have been selected for intensive analysis. The study's products will be a series of books: a collection of historical essays, a book on the purposes and premises of high schools, and a final short report with recommendations. This grant is providing the first two years of funding. The Culpepper Foundation and the Phillips Academy also contributed.

Carnegie Foundation for the Advancement of Teaching (CFAT) **$300,000**

Under the direction of Ernest Boyer, CFAT is assessing the educational strengths and weaknesses of the high schools. Initially the study will look at the changes in society that affect education, such as increases in the number of single and working parents and part-time employment of students, the new demands placed on schools by the changes, and the ways in which schools have responded. In addition, after a review of literature on historical developments, 15 public schools will be selected for intensive on-site observation. The examination will focus on the high schools' purposes, climate, curriculum, testing and evaluation procedures, and the extracurricular educational influences. The study is guided by a national advisory panel of 27 men and women who represent a broad range of opinion and educational experience. Based on its findings, CFAT, headquartered in Washington, D.C., will produce a report that will propose alternatives for the future of secondary school education. The material will be directed to principals, schoolboard members, and other policymakers. A two-year grant from the Corporation is supporting these activities. Additional funding is being provided by the Atlantic-Richfield Foundation and CFAT itself. A related project is being carried out by the National Association of Secondary School Principals in conjunction with the National Association of Independent Schools (see above).

University of Illinois **$15,000**

In 1976, funding from the National Institute of Education established the Center for the Study of Reading (CSR) at the University of Illinois at Urbana-Champaign. CSR's goal is to advance the state of knowledge about reading comprehension by conducting research on the subject and by monitoring related studies being carried out by others. To begin putting some of this information to practical use, CSR sponsored a conference last winter that brought together reading researchers and representatives of the major elementary school textbook publishers for discussions about how textbooks and teacher workbooks can be written to take account of new knowledge about the ways that children learn to read. This grant paid some costs associated with the meeting, including honoraria and travel expenses for key participants from outside CSR.

University of California, San Diego (UCSD) **$3,381**

Recent advances in microelectronics have drastically reduced the cost and size of computers while also improving their capabilities. Last March UCSD held a conference that brought together representatives of universities, schools, and commercial organizations concerned with the academic uses and implications of personal computers to consider how this new technology may affect education. Discussions at the meeting centered on ways of introducing students to working with computers, the relationship between the computer and the curriculum, and related issues. This grant helped to pay some travel and other costs associated with the gathering.

Early childhood

In its early childhood program, the Corporation's objective is to help ensure the healthy development of all children, with a primary focus on their intellectual development. The foundation has worked toward this goal in a number of ways, principally by focusing on the social context within which children are growing up.

Currently, the Corporation is supporting several inquiries into the effect of certain private and governmental policies on parents and children. In the past year, for example, the Corporation made grants for an examination of how to encourage the establishment of early child-care and education programs; an investigation of the use of alternative work schedules for working parents, among others; and a study of whether public, nonprofit, and proprietary child-care services can be meshed to meet families' needs, especially in families with more than one child.

The Corporation recognizes that the services available to parents and parents' ability to shape or choose the services they want may be important to effective family functioning. It has therefore funded experimental programs designed to learn how to increase parents' knowledge and confidence in their role as nurturers and teachers of their children; how to make early childhood and parent education regularly accessible to families who want or need such programs; and how to improve and expand the availability of high-quality day care.

The Corporation has also provided support for a number of national organizations striving to improve the quality of children's lives through gathering and reporting data about children's health, education, and welfare, and care and monitoring the development and implementation of federal legislation designed to serve children. Recently, the foundation has assisted five state and local groups analyzing the adequacy of policies affecting children and advocating increasing and upgrading the services that are available to parents and children in their communities.

For two decades, Carnegie Corporation has supported research into the nature of cognitive processes and the development of competence in youngsters. It will continue to fund a limited amount of work in this area.

At the present time the Corporation is not supporting the development of curricula or demonstration programs in early childhood education, the training of teachers for early education or day care, or the operation of day-care and preschool education programs.

Social policy with respect to children and their families

High/Scope Educational Research Foundation **$498,000**

Since 1971 the Corporation has assisted the research of psychologist David Weikart and his colleagues at High/Scope in Ypsilanti, Michigan, on the long-term effects of early childhood education and parent training on educationally disadvantaged children. During the course of their explorations, the researchers recognized that

policymakers responsible for making decisions about early childhood education programs do not always have adequate information about their relative benefits, costs, and results, and thus are poorly positioned to determine how limited resources can most effectively be used to deliver high-quality educational services. In 1979 a Corporation grant enabled High/Scope to begin investigating the kinds of questions that decision makers are asking about these programs and to provide them with answers through the analysis and dissemination of current data and the findings of ongoing studies. High/Scope's strategy for educating policymakers also involves working with groups and individuals at the state and national levels that advocate support for early childhood intervention efforts. This grant is providing an additional two or three years of support for High/Scope's activities, which are now being carried out in five states. Several federal agencies, foundations, and corporations are among other contributors to the project.

Columbia University **$141,000**

Alfred Kahn and Sheila Kamerman have received previous Corporation support for their extensive research and writing on the structure of government services and policies affecting families and children in the United States and other industrialized nations. A 1979 grant enabled them to plan a major study of how well American social policies are responding to the needs of parents and their children. The researchers are now using this three-year award to examine ways that public, nonprofit, and proprietary child-care systems can work cooperatively on both the state and local levels in order to promote family well-being. A portion of the funds is also helping Kahn and Kamerman to lay the groundwork for a book, addressed to a general audience, that will explore the potential relationships between government, business, and the family in the coming decades.

New Ways to Work (NWW) **$73,300**

Alternatives to the long-standing concept of the eight-hour work day, Monday-through-Friday, are being increasingly sought by two-worker families, single working mothers, students, retirees, and others who want, or need, more flexible working hours. NWW is a California-based agency founded in 1972 primarily to act as an advocate for job sharing, a work arrangement in which two persons split one position. In 1979 it organized a national network of community counseling centers and employers interested in promoting or offering job-sharing opportunities. The development of manuals for the centers, along with other educational and technical materials on job sharing for distribution to businesses, job-seekers, the media, nonprofit groups, and the general public, was paid for by the Corporation. This additional two-year grant is enabling NWW to further disseminate its publications and audio-visual aids through conferences, presentations to unions, and related activities designed to increase the use and availability of job sharing. The Rockefeller Family Fund and the Ford Foundation are also providing support.

Public Schools of Brookline **$400,000**

The Brookline Early Education Project (BEEP), sponsored by the Public Schools of Brookline, is an experimental program offering comprehensive health and educational services to young children and their parents. It was designed to determine whether such a program, under public school auspices, could enhance children's development during the first five years of life and reduce handicaps to learning in the early elementary years. The Corporation has contributed more than $2 million toward the educational services and research aspects of BEEP, while the Robert Wood Johnson Foundation has funded the health component. BEEP's experimental group consists of children born in Brookline or Boston during 1972 and 1974. Three levels of program "intensity" have been tested to see which is the most cost effective, and the children's progress is being compared with that of youngsters who did not take part in the program. In the fall of 1980, the youngest BEEP children entered first grade. This three-year grant is supporting the final collection and analysis of data on BEEP participants through completion of the second grade in 1982, along with a survey of parents' attitudes toward the program and its activities. A series of reports on BEEP's findings is planned.

Wellesley College **$257,300**

The School-Age Child Care Project (SACC) of the Center for Research on Women at Wellesley College has engaged in extensive research and writing on the establishment, financing, administration, and progress of day care for school-age children. As a consequence, it is constantly called upon for advice and consultation on setting up new programs and upgrading existing ones to meet the increasing demand for such services. The need has never been more evident because over half of all school-age children now have mothers who work outside the home. In 1979 SACC used Corporation support to develop a guidebook on how communities can provide high-quality before- and after-school care. This two-year grant, along with funding from the Ford and Levi Strauss foundations, is enabling the organization to identify four successful day-care projects and train their staffs to help similar groups improve their operations. In addition, SACC is working with Levi Strauss and Company to start demonstration programs in communities where the company has plants. The funds are also permitting SACC to produce policy reports on licensing, staff qualifications, and other issues relating to school-age child care.

Cornell University **$246,550**

As new family services are proposed, researchers are recognizing the importance of examining not only the benefits of different types of services but also how their structures and methods of delivery affect the value of the services for parents and children. Answering this question is the goal of a "process study" being conducted by psychologist Burton Mindick. His work is part of a research project on the

ecology of child development being carried out by Urie Bronfenbrenner, Moncrieff Cochran, and William Cross, professors of psychology and human development at Cornell University. One hundred and eighty Syracuse, New York, families, each with a young child, are participating in one of two experimental programs instituted in their neighborhoods. Interviews with parents and social workers to monitor their experiences, along with other assessment techniques, are expected to produce valuable data on how the relationships among social service staff, families, and community influence the outcome of the programs. In 1978 the Corporation provided a grant for a study of the implementation of the programs, which is included in a larger, cross-cultural investigation of family support services in five nations funded by several foundations and government agencies. The current two-year grant is paying for the completion of the process study and for the production of reports on its findings.

Minnesota Early Learning Design (MELD) **$234,000**

MELD, established in 1974 in Minneapolis, Minnesota, has pioneered the self-help approach to parent education by offering information and peer support to help mothers and fathers who wish to become more competent and confident in their child-rearing roles. Under the direction of Ann Ellwood, MELD trains volunteer parents to conduct regular group meetings that focus on health, child development, child guidance, family management, and personal growth. In addition, the discussions enable parents and parents-to-be to share experiences and assist one another in solving problems. There are now 15 MELD groups operating in the Minneapolis/St. Paul area, 19 outside the Twin Cities, along with 9 more that have been set up for adolescent mothers and are geared toward their particular needs and interests. Part of this three-year grant, supplementing an earlier Corporation award for MELD's work, is supporting the organization's services and helping to disseminate them to 18 new sites. A portion of the grant is permitting the program to expand its curriculum materials and to adapt them to meet the needs of single mothers and other parents in special situations. A number of corporations and several foundations provide further funding for MELD.

Children's Museum **$201,700**

The Children's Museum in Boston has been a pioneering nontraditional learning center for children since 1913. This two-year grant is now enabling the Museum to expand its program by adding displays and activities aimed specifically at children one to six years of age and their parents. The project's goal is to provide mothers and fathers with child development and childrearing information and to promote positive relationships between parents and children. In addition, it will offer new resources to minority and low-income families and to those with special needs, such as working or teenage parents. The ideas and materials resulting from this effort will be made available for use in other museums as well as in shopping malls, child health facilities, and other public centers.

Chatham College **$15,000**

Chatham, a women's college in Pittsburgh, Pennsylvania, is concerned with ways that women can pursue and expand both their educational and career opportunities. As part of that interest it believes that it must address a major problem in the lives of working mothers: the lack of high-quality child-care services. This grant is enabling Chatham to plan a major child-care project that would be based at the College and involve some of its staff. During the planning phase Patricia Newbold, an experienced urban policy analyst, is carrying out several related activities. These include surveying the known needs for child care in Pittsburgh and its surrounding communities; compiling an inventory of local child-care centers, licensing agencies, and training programs; and identifying model employer-related child-care programs in a number of cities. She is being assisted by an advisory committee of academic and corporate personnel along with child-care professionals from the community.

Save the Children **$15,000**

The Child Care Support Center (CCSC) of the Southern States Office of Save the Children in Atlanta, Georgia, was established in 1979 to help increase the effectiveness of day-care programs in the South. As part of this concern, CCSC is designing a management evaluation service for day-care providers that focuses primarily on small, independent centers. Director Nancy Travis and her staff, who have received many requests from day-care groups for assistance with financial, organizational, and related problems, believe that improving the administration of day-care facilities may not only extend the availability of these services, but also help the programs sustain their operations. A Corporation grant for salaries, travel, and activities such as a computer search of literature on day-care management issues, supported the project's developmental phase. Additional funding was provided by the Levi Strauss Foundation.

Verbal Interaction Project (VIP) **$15,000**

Since 1973 the Corporation has provided $719,295 for research and development of VIP's Mother-Child Home Program, an experimental, home-based project that uses language to help develop conceptual skills in low-income, preschool children. It has demonstrated that it can significantly enhance parents' verbal interaction with their youngsters and improve the I.Q. scores and school achievement and behavior of the children involved. Phyllis Levenstein, director of VIP, which is located in Freeport, New York, used this grant to work with a variety of consultants in the human services and other fields to determine the most effective methods of disseminating the Program and supporting its replication. A portion of the funds enabled her to hire a part-time assistant and obtain management advice concerning VIP's operations. The National Diffusion Network of the U.S. Department of Education also contributed to the effort.

Center for Public Representation (CPR) — $155,200

Madison, Wisconsin, is the headquarters of CPR, a public interest law firm established in 1974 to provide public education and advocacy and to stimulate legal reform on issues affecting senior citizens, minorities, consumers, and other underrepresented groups with the state. One of its main projects is the Wisconsin Community Children's Audit (WICCA), which was begun in two counties in June 1980. Under the direction of Patricia Mapp, WICCA has organized and trained committees of local people to conduct assessments of their communities' needs in regard to early childhood care and education, along with family health and nutrition, and to identify state and federal resources that can be used to meet those needs. A two-year grant from the Corporation is enabling CPR to extend WICCA's efforts into two additional areas in northeastern Wisconsin, and to produce a *Children's Audit Manual* to serve as a guide to programs and services that are available to families in the state. CPR is also using a portion of the funds to establish a network of concerned organizations and individuals to work towards improved conditions for Wisconsin parents and their children.

Arkansas Advocates for Children and Families (AACF) — $45,000

AACF, established in 1978 with funding from the Winthrop Rockefeller Foundation, is a statewide membership organization concerned with the condition of children in Arkansas. It focuses on upgrading existing services that affect parents and their youngsters in four areas: law, education, social welfare, and health. Many of AACF's activities are carried out by committees of private citizens that examine and recommend ways of improving programs and institutions within the state, such as the juvenile courts and efforts to aid emotionally disturbed children. It also provides data to Arkansas legislators and government officials to help them develop policies that will meet the needs of families and help them solve the problems they confront. This grant is contributing to AACF's budget over a three-year period.

University of Denver — $168,730

Kurt Fischer, an associate professor of psychology at the University of Denver, has been working on a new theory of cognitive development in preschool children, which he calls skill theory. According to this theory, the sequence in which children between the ages of one and six develop social and cognitive skills can be predicted. Fischer believes that this sequence can affect children's understanding of important social roles and social interactions and also influence several types of spontaneous behavior such as pretend play, recall memory, and errors. This three-year grant is enabling Fischer to conduct research that will test the validity of skill theory and explore its implications for evaluating children's psychological growth. His findings will help to fill gaps in current knowledge about how young children learn to comprehend and relate to their social environment.

Society for Research in Child Development (SRCD) **$13,000**

SRCD sponsors study groups designed to increase existing knowledge about children's development. Last year one group brought together several young minority scholars from a variety of disciplines to review material on the effects of race and ethnicity on the social, affective, and cognitive growth of minority children and to recommend new directions for investigating the subject. The examination was prompted by SRCD's view that there is a lack of recognition among professionals in the field of early childhood development about the impact of minority status on the lives of children. This grant helped pay for an additional meeting of the project participants and for the cost of preparing a research report on their findings. Funding was also provided by the Foundation for Child Development.

Society for Research in Child Development (SRCD) **$7,615**

A previous Corporation grant enabled SRCD, the major association of scholars working in this area, to hold a four-week institute in 1979 to discuss the rapidly expanding theories, research techniques, and analytical approaches in the study of both verbal and nonverbal communication among children. A number of papers resulting from the meeting are being put together in a book to be published by the Ablex Publishing Corporation. This grant permitted a small group of the original institute faculty and participants, along with two consultants, to meet in order to review and edit the papers. Ablex also contributed to the cost of the work.

University of California, San Diego (UCSD) **$2,397**

Last April Corporation support helped several leading Japanese psychologists who are engaged in research on children's cognitive and educational development to visit the United States. While they were here, Michael Cole of the Laboratory of Comparative Human Cognition at UCSD arranged a two-day seminar to enable the Japanese researchers and a number of their American counterparts — along with some younger scholars — to exchange ideas and information on the cultural antecedents of school success.

Miscellaneous

Martha Stuart Communications **$44,000**

Previous Corporation funding enabled Martha Stuart, an independent videotape producer in New York City, to develop a series of programs bringing together parents, children, and others to discuss different family experiences as a means of providing viewers with new perspectives on their situations and models for effective ways of dealing with problems. This grant is supporting promotion and distribution of three tapes, entitled *Single Parents, Children of Working Mothers,* and *Mothers Who Are Part of Supportive Day Care.*

Public affairs

The basic goals of the Corporation's program in public affairs are to help disadvantaged groups in society gain wider access to the political and educational systems and thus ensure adequate representation of their interests and, second, to support the role of private organizations in assessing the impact of government programs designed to benefit these groups, in particular minorities and the poor, but also women and young people. Toward this end, the Corporation has focused on desegregation of the schools, bilingual/bicultural education, mainstreaming of children with handicapping conditions, and, most recently, voting rights. Some of these projects are also related to major objectives of the elementary and secondary education program and are described in that section of the report.

Further, the public affairs program seeks to develop minority leadership through assistance to minority-run organizations engaged in education and training, and to improve certain public and private policies affecting members of minority groups.

Finally, the program is giving attention to improving the status of women in the United States through support of projects that encourage them to play effective public leadership roles and that explore public and private policies influencing their economic opportunities.

Minority rights

Mexican American Legal Defense and Educational Fund (MALDEF) **$511,300**

MALDEF, established in 1968, is a public interest law firm concerned primarily with the civil rights of Mexican Americans and the training of Chicano lawyers. Headquartered in San Francisco, it has several regional offices and argues cases in the Southwest and more recently, the Midwest. Since 1974 the Corporation has contributed $873,100 to MALDEF's education litigation program. This additional three-year grant is continuing support for activities designed to counter the educational neglect and discrimination often experienced by Mexican Americans and their children. Currently, MALDEF's work in this area encompasses four issues: bilingual education, desegregation of elementary and secondary schools, access to higher education, and the right to free public education for the children of undocumented aliens. Future efforts planned by the organization involve researching both litigative and legislative approaches to other issues that affect Hispanics.

Joint Center for Political Studies **$200,000**

The Voting Rights Act of 1965 is the principal legislative protection of the voting rights of blacks and other minorities. Major provisions of the Act deal with the most prevalent methods used to disenfranchise black citizens by prohibiting literacy tests and poll taxes and by authorizing the appointment of federal examiners to

register voters and of federal observers at polling places. The Act further states that jurisdictions with racial imbalances in their past voting records may not make any changes in their voting laws or procedures unless they first establish that such changes are not discriminatory. Congress is now considering whether to renew key sections of the legislation, which expire in 1982. Using this 21-month grant, along with funding from the Rockefeller Foundation, the Joint Center for Political Studies in Washington, D.C., is conducting research designed to increase the available data on the impact of the Voting Rights Act, including how patterns in black electoral participation have been influenced by the law. The results of the Joint Center's work will be disseminated, through reports, conferences, and seminars, to the 5,000 black elected officials who are the organization's main constituency, as well as to other interested groups and individuals. A related project is being carried out by the American Civil Liberties Union Foundation (see below).

American Civil Liberties Union Foundation (ACLU) **$100,000**

Over a period of 15 months Congress will be considering whether to renew key provisions of the Voting Rights Act of 1965, which has contributed to significant increases in the number of black voters and black elected officials in the South. This 15-month grant is enabling the ACLU Foundation in New York City to initiate a research and information program designed to inform the national public debate taking place in conjunction with the Congressional deliberations. The Foundation is gathering and analyzing data on such issues as voting patterns, the racial composition of various governing bodies, the extent of fraud in connection with the elections, and the impact of reapportionment. Some of the background material for this examination will be gleaned from work being done by the Joint Center for Political Studies (see above). Reports and other publications resulting from the Foundation's efforts will be distributed to the media and members of the ACLU.

Strengthening minority leadership

National Urban League (NUL) **$175,000**

Nationwide polls of opinions and attitudes are not designed to yield specific information about conditions facing black communities. Concerned about this lack of data, NUL, which is the oldest black social service agency in the country, used previous Corporation grants to conduct a national survey of black households aimed at assessing the current social and economic status of America's largest minority group. With the guidance of Mathematica Policy Research, a Princeton, New Jersey-based organization specializing in public policy studies, volunteers and staff members from nearly all of NUL's 116 local affiliates interviewed members of approximately 4,000 households on several issues, including unemployment and child care. Part of this grant is enabling NUL to continue examining the survey data and to produce a number of publications on its results. A portion of the funds is also allowing it to carry out further analyses of the data.

National Black United Fund (NBUF) **$15,000**

NBUF was established in 1974 to mobilize the human and financial resources of black Americans in support of projects and programs crucial to the black community. It has 14 chapters across the country which carry out such activities as opening up new work sites where employees can make charitable contributions through the organization and encouraging local black leadership. This grant enabled NBUF to engage Charles Z. Wilson, Jr., vice chancellor for undergraduate programs and student relations at the University of California, Los Angeles, to study the work of the affiliates and the national office in order to produce a management and development plan aimed at increasing the effectiveness of NBUF's operations. Among the issues Wilson examined were the policies that should ultimately guide NBUF's decision making, the amount of funding needed to achieve its goals, and the personnel required to carry out the tasks associated with strengthening the organization.

Malcolm-King: Harlem College Extension **$15,000**

Malcolm-King: Harlem College Extension was founded in 1968 under the sponsorship of Marymount Manhattan College, the College of Mount Saint Vincent, and Fordham University. It presently serves over 900 adult students, most of them low-income women from Harlem and the South Bronx. The College, which offers an A.A. degree in early childhood education, liberal arts, and business, is concerned with developing new programs that will meet the needs of the communities it serves as well as equip its students with marketable skills. This grant enabled the institution to engage three consultants, including Ewald B. Nyquist, vice president for academic development at Pace University, to explore alternative future directions for the institution. After reviewing the College's operations, and interviewing its faculty and administrators, the consultants submitted reports to the College that will form the basis of its long-range planning efforts.

Leadership development among women

National Women's Education Fund (NWEF) **$225,000**

NWEF, headquartered in Washington, D.C., was founded in 1972 to create educational programs to help women overcome the obstacles they encounter in seeking positions of political leadership. Since that time the organization has produced a variety of materials on political campaigning and conducted a series of regional workshops that offer training, technical assistance, and information on many aspects of public life. This three-year grant is now helping NWEF to disseminate its activities nationwide by collaborating with individuals, groups, and institutions in as many as 20 communities to establish programs and services designed to assist local women to become active participants in the political process. These community-based projects will include an emphasis on reaching women who may not have

previously considered entering politics and on ways that skills developed in volunteer, church, and professional work may be used successfully in the pursuit of elected office. Additional funding is being provided by the Revson and Ford foundations.

Rutgers University **$177,500**

The first conference of women state legislators from around the country was held in 1972 under the aegis of the Center for the American Woman and Politics (CAWP), a research, education, and public service organization established in that year as part of the Eagleton Institute of Politics at Rutgers University. CAWP, which received Corporation funding for the earlier gathering, is using this two-year award to sponsor a second meeting in 1982 that will bring together approximately 45 women legislators from 14 states, along with other speakers and panelists, to consider ways of organizing around issues of concern to women that cross state and party lines. Among the proposed topics for discussion are the ways in which women's legislative caucuses can affect policy formation, the states' handling of the growing number of programs passed to them by the federal government, and strategies for increasing the number of women serving in state legislatures. In the year following the assembly, CAWP will provide information and technical assistance aimed at helping participants to continue working together to strengthen the impact that women elected officials can have in the 1980s.

Graduate School and University Center, City University of New York (CUNY) **$15,000**

Marilyn Gittell and Susan Saegert, faculty members of the Graduate School and University Center of CUNY, have been studying the role of women in community development. Corporation funds enabled them to build on this work by interviewing women involved in community organizations, feminist leaders, and women in city government in Chicago, Denver, Houston, New York, Oakland, and San Francisco. They explored the perceptions and political experiences of these individuals regarding women's policy issues, particularly employment, housing, transportation, and child care. Using the information they gathered, Gittell and Saegert hope to design a project that will enable local women to become more effective in shaping public policies that have an impact on them.

Public policy and economic opportunity with respect to minorities and women

Center for Community Change **$375,000**

During the past 20 years community-based organizations have emerged as one of the most effective means for low-income and minority people to seek social change. For more than 12 years the Center for Community Change in Washington, D.C.,

has offered aid and support to community groups and their leaders who are attempting to improve housing, health care, economic development, and other conditions that affect the lives of their constituencies. A major part of the Center's activities involves working with neighborhood organizations to monitor federal programs and helping government agencies to design policies and services that will have a beneficial impact at the local level. It has also participated in creating national coalitions concerned with issues such as Native American rights and the problems faced by individuals living in rural areas. In the past year alone the Center's staff has provided technical assistance or held workshops and conferences for almost 900 local organizations. This grant is contributing to the Center's efforts over a three-year period. Additional funding is being made available by a number of foundations, corporations, and federal agencies.

Maricopa Community College District — $15,000

This grant enabled a group of Hispanic educators, including Alfredo de los Santos, vice chancellor for educational development of the Maricopa Community College District in Arizona, to lay the groundwork for an Hispanic policy center. The impetus for the development of the center stems from a concern about the small number of Hispanics in this country who are receiving training in the fields of education, health, labor, law, law enforcement, government administration, and other areas that affect their lives. The proposed institution will conduct studies, organize conferences, make recommendations on issues of importance to Hispanics, and carry out related advocacy activities designed to promote rights and opportunities for this minority group. Once the center is formally established, it expects to focus initially on examining ways to increase the quality and availability of higher education for Hispanic students.

National Academy of Sciences (NAS) — $82,415

Although women constitute 41 percent of the American labor force, more than half of them are still employed in 10 traditionally female — and often low-paying — jobs, such as waitress, saleswoman, and clerical work. The National Research Council of NAS, through its Assembly of Behavioral and Social Sciences, has established a Committee on Women's Employment and Related Social Issues to examine and report on the causes of continuing sex segregation in the labor market and how it affects women's employment opportunities and income levels. Among the questions that the Committee's 15 scholars hope to answer is whether public and private policies directed at occupational segregation are helping to alleviate the problem. The Committee is also studying the implications of the growing number of women workers for the structure and development of cities. This two-year grant is contributing to the Committee's budget, with additional funding being provided by the U.S. Department of Education's Office of Adult and Vocational Education and the Department of Labor's Employment Training Administration and Employment Standards Administration.

Gretl Meier **$15,000**

Although the number of women entering the labor force continues to grow, most working women remain confined to low-income, low-status jobs by a lack of education or training. This grant enabled Gretl Meier, who has done extensive research on occupational issues, to explore the feasibility of using flexible work patterns to enable women—and other employees—to take advantage of educational programs offered by their employers and by outside institutions. The examination included a survey of organizations that currently offer alternative schedules to workers who wish to pursue opportunities to improve their skills. It identified key questions about the effects of such arrangements on the individuals, companies, and unions involved. Additional support was provided by the W.E. Upjohn Institute for Employment Research.

Miscellaneous

Youth Project **$450,000**

The Youth Project is a national organization providing technical assistance and small amounts of financial support to young people who show promise of working effectively at the local level on issues involving social justice and equal opportunity. Both the staff and board of the Project are relatively young, with a wide range of organizing and work experience. Operating out of several regional offices, staff members identify projects that seem likely to benefit the community and help them with advice and direction on how to achieve their goals and attract financial support. This is a vital service for small, local groups, particularly those in rural areas where obtaining funding can be difficult. The Project has clearly demonstrated its effectiveness, having assisted over 150 organizations since 1972. The Corporation, which has contributed over $1 million to the Youth Project over the past nine years, has renewed its funding for an additional three years.

Other grants

Each year there are always a few Corporation-supported projects that do not necessarily fall directly within the four major U.S. program areas but that are nevertheless important to the aims and charter of the foundation. Some relate to the roles or functioning of philanthropic institutions in American society; some grow out of the Corporation's historical traditions; and others prove to be the start of new directions in grant making.

Carnegie Commission on the Future of Public Broadcasting **$1,627***

Between 1977 and 1979 the Corporation appropriated a total of $1,570,000 to establish and support the Carnegie Commission on the Future of Public Broadcasting, which examined and reported on issues relating to public television and public radio. After the Commission concluded its deliberations, several former staff members carried out a study of the potential impact of new video technologies on public broadcasting. During 1980 the Corporation allocated a total of $164,225 to support their work. This final grant paid the expenses to phase out these activities.

Public Broadcasting Service (PBS) **$15,000**

The Carnegie Commission on the Future of Public Broadcasting was organized by the Corporation in 1977 to take a long-range look at questions relating to public television. After the Commission concluded its deliberations in 1979, several former staff members used Corporation support to examine the potential impact of new video technologies on public broadcasting. Their report included a suggestion that a new nonprofit pay cable network be formed to offer viewers a variety of cultural and entertainment programs. In order to explore this idea further, PBS set up a special task force to consider the design and operational issues involved. The work of this group resulted in a recommendation that PBS initiate efforts to establish a Public Subscriber Network based on a partnership between public television stations and American cultural and educational institutions (see below). Corporation funds contributed to these activities.

Public Broadcasting Service (PBS) **$225,000**

A PBS task force used earlier funding from the Corporation (see above) to help examine the issues involved in establishing a new nonprofit pay cable service that would be called the Public Subscriber Network (PSN). PSN, conceived as a cooperative undertaking of the nation's public television stations and its cultural and educational institutions, would present performing arts, public interest, and other

**Program administered by officers of the Corporation.*

types of cultural broadcasts during evening hours and educational programming during the daytime. This grant helped PBS to conduct a feasibility study for the development of PSN, including subscriber market research, program planning, methods of creating liaisons between the organizations and institutions that might be involved, and related questions. As part of this investigation, PBS also considered alternatives to the PSN concept. Additional support was provided by the Mobil Oil Corporation.

Foundation Center **$150,000**

The Foundation Center, established in 1956 at the initiation of the Corporation's officers, systematically gathers, analyzes, and disseminates data on private, community, and corporate foundations and their grants. Its services include publication of the *Foundation Directory*, the standard reference book in the field; preparation of the *Foundation Grants Index*, a listing that appears bimonthly in the Council on Foundations publication *Foundation News;* and operation of a computerized information system. The Center also maintains an extensive library network with headquarters in New York City, Washington, D.C., Cleveland, and San Francisco, and contributes to 90 regional collections of foundation materials. These and other services are offered to the public, the government, businesses, grant seekers, and foundations. The Corporation's past contributions to the Center, which is directed by Thomas R. Buckman, amount to over $1 million. This grant, along with funding from a number of other foundations and corporations, is continuing support for another three years.

Teachers College, Columbia University **$86,084**

Since its founding in 1911, the Corporation has supported projects that reflect, and sometimes influence, many of the nation's social, intellectual, and educational movements. Ellen Lagemann, adjunct associate professor at Teachers College, Columbia University, used a previous grant to begin preliminary research on the Corporation's history. This two-year award is enabling her to continue her explorations, which are expected to result in a book covering the Corporation's activities during three periods: 1911-44, 1945-67, and 1968 to the present. One of the major topics being examined by Lagemann is the relationship between the Corporation and the development of the social sciences. A 1979 grant permitted her to produce a history of The Carnegie Foundation for the Advancement of Teaching.

Urban Institute **$15,000**

Lester Salamon, director of the Urban Institute's Public Management Program, is the author, along with Alan J. Abramson, of a report entitled, *The Federal Government and the Nonprofit Sector: Implications of the Reagan Budget Proposals*. His examination indicates that over the past 30 years the federal government has emerged as perhaps

the largest source of funding for the nonprofit sector. This grant enabled Salamon to design a major study of the network of relationships that currently exist among nonprofit organizations and government and the impact that changes in these relationships, particularly cutbacks in federal funds and programs, might have on the work of nonprofit groups. During the planning phase, Salamon reviewed relevant literature on nonprofit involvement in federal programs, monitored Congressional budget deliberations, and carried out related activities.

Education Commission of the States (ECS) **$350,000**

Historically and constitutionally, the states have the primary responsibility for elementary, secondary, and higher education. ECS is a state membership organization headquartered in Denver, Colorado, that works with state officials and educators toward the goal of improving education in this country. Since its establishment in 1965 it has received more than $1.5 million in Corporation support for its activities. A 1978 grant enabled ECS and the National Council of State Legislators to initiate a program of regional and national conferences designed to help legislators become better informed and make more effective decisions about collective bargaining, minimum competency testing, and related educational matters. This grant is permitting ECS to hold several more of these gatherings over the next two years and is also providing support for State Educational Policy Seminars (SEPS), a project that ECS is carrying out in conjunction with the Institute for Educational Leadership in Washington, D.C. The purpose of SEPS is to provide seminars within each of the 50 states for academic and political leaders to meet for discussions about educational issues that affect their constituencies. In addition, ECS is using a portion of the funds to conduct some short-term analyses of federal educational policies and to assist it with organizational development.

Smithsonian Institution **$100,000**

Andrew Carnegie's mansion, a national historic landmark located in New York City, along with an adjacent townhouse and garden, were left to the Corporation under the will of Mr. Carnegie's widow, Louise Whitfield Carnegie. In 1972 the Corporation donated the properties to the Smithsonian Institution to house the Cooper-Hewitt Museum, which was founded in 1897 and is now the Institution's National Museum of Design. The Museum, which has been one of the City's major cultural attractions, is the only one in America devoted solely to historical and contemporary design. It has extensive holdings, including one of the world's finest collections of textiles. Also part of the Museum's program are educational courses for adults and children, a college intern project, and fellowships for graduate research. This grant is contributing to the cost of enlarging the facilities of one of the Carnegie buildings in order to allow the Museum more space for its library, changing exhibits, educational programs, and other activities. The Corporation made an earlier grant that contributed to renovation of the mansion.

TransAfrica Forum **$75,000**

Many black Americans feel a growing concern about the ways that this country's foreign policy decisions may affect nations in Africa and the Caribbean. TransAfrica, which is headquartered in Washington, D.C., was founded in 1977 to serve as the first black organization dedicated to influencing the positions taken by the United States in regard to these parts of the world. Recently, it established a tax-exempt arm called TransAfrica Forum to carry out research, information dissemination, public education, and related activities designed to help the black community develop and publicize informed, cohesive views on American foreign policy directions. Among the issues it studies and reports on are United States trade and investment practices in Africa and the Caribbean, and the impact, in these areas, of American assistance efforts. It is also creating programs aimed at encouraging blacks to seek careers in international affairs and sponsoring annual meetings bringing together academics, business executives, government officials, and other leaders from all three regions for discussions about matters of shared interest. The work of TransAfrica Forum, one of several United States-based organizations interested in African-American relations that the Corporation has supported over the years, is being aided by this three-year grant. The Ford Foundation is also providing funding.

*International program**

Throughout most of its 69-year history, the Corporation has maintained a small program of grants for international purposes. Each year approximately 7½ percent of the annual income has been devoted to educational activities in countries that were formerly British dominions or colonies. Current geographic emphases are southern Africa, the Caribbean and, to a lesser extent, the South Pacific.

In considering applications, special attention is given to educational projects that support peaceful change in southern Africa. In the Republic of South Africa the emphasis is on developing and supporting black leadership, encouraging communications among racial groups, and increasing the protection of all citizens under the law. In Zimbabwe, priority is given to projects which address the educational needs of the country accompanying the recent transition to majority rule.

The international program also reflects the general interest of the Corporation in supporting work to improve the rights and status of women. The Corporation has supported selected efforts, primarily in the Caribbean, to integrate women's economic interests and needs into national and regional development planning. In the coming year, the Corporation will continue to provide support to both government women's bureaus and nongovernmental organizations that share this objective and to the related work of women leaders.

In addition, the Corporation seeks to promote international communication and exchanges of information about issues affecting the regions described above. These efforts involve limited support for conferences, meetings, travel, and publications.

Southern Africa

Legal Resources Trust **$100,000**

The Legal Resources Centre (LRC) is South Africa's first public interest law firm, established in Johannesburg in 1978 with funding from the Corporation, the Ford Foundation, and the Rockefeller Brothers Fund. Under the direction of Arthur Chaskalson, one of the country's foremost lawyers, LRC pursues cases that have the potential of contributing to legal reform. During its first two years of operation, LRC won several significant court decisions on issues involving urban housing and transportation that have helped to improve conditions for the black community. In addition, through its work with university legal aid clinics, it has not only provided professional assistance and advice to the students who run them, but also participated in the litigation of hundreds of consumer and other types of cases brought by groups and individuals. This grant, which is being administered by the Legal Resources Trust, continues support for LRC's activities.

**Under Andrew Carnegie's deed of gift grants outside the United States were restricted to "Canada and the Colonies." Successive charter changes have defined the area in which the Corporation can make grants as those countries which were British dominions, colonies, protectorates, or protected states as of April 1948 even though they are now independent nations.*

University of Cape Town **$56,000**

Between 1928 and 1932 the Corporation financed an effort that became known as the Carnegie Commission on Poor Whites, which studied and reported on "the process of impoverishment" that excluded many poor white South Africans, particularly rural Afrikaners, from economic advancement. A Corporation grant for travel, consultancy fees, and related expenses is now enabling Francis Wilson, director of the Southern Africa Labour and Development Research Unit of the University of Cape Town, to formulate available models for a Second Carnegie Enquiry into Poverty and Development that would examine the causes and conditions of poverty in South Africa, as well as modes of development. During the preparatory stages of the project, Wilson is carrying out a number of activities, including the production of a paper on poverty research within South Africa, and a survey of attitudes toward poverty in that country. Wilson is also holding discussions with possible Enquiry participants and formulating a structure and budget for the undertaking if it goes forward. Initial explorations into the feasibility of establishing the project were carried out with support from the Corporation's Program Development and Evaluation Fund (see p. 70).

United States–South Africa Leader Exchange Program (USSALEP) **$15,000**

USSALEP was founded in 1958 to promote communication between South Africa and the United States through activities that include a two-way exchange of individuals from both countries. In order to determine how best to pursue this concern in the future, the organization used Corporation support to convene a meeting in South Africa which brought together South African and American members of its Joint Management Committee for discussions about structural, financial, and programmatic aspects of USSALEP's operations. A portion of the grant also helped to pay for a symposium, directly preceding the Committee meeting, on a variety of issues in the relationship between South Africa and the United States.

United States–South Africa Leader Exchange Program (USSALEP) **$10,000**

In recent years USSALEP has sponsored a number of trips to South Africa by Americans with shared interests for the purpose of exploring areas of mutual concern with their South African counterparts. This grant enabled a four-person multiracial team of lawyers from the United States to travel to South Africa to meet and talk with members of the country's legal profession as well as South Africans working in government and other fields. The intention of the visit was to encourage a dialogue among the Americans and South Africans on "The Role of Law Enforcement Agencies in a Changing Society." Participants in the discussions focused on South Africa's security legislation, which permits actions such as unlimited detention without charge or trial.

Zimbabwe Ministry of Education and Culture **$104,000**

During Zimbabwe's civil war, many schools were destroyed or closed and the education of thousands of children was interrupted, often for several years. A major task facing the government is to provide qualified teachers not only to staff the present educational system but also to prepare for the expansion expected to result from the introduction of free primary education. Since teacher training is one of the most pressing educational needs of Zimbabwe, Corporation funds are being used to support the newly established Integrated National Teacher Education Program (INTE) so that its core staff can quickly devise and administer a course for 60 new teacher-trainers who will, in turn, train upward of 2,000 teachers a year. INTE is combining periods of residential study at a regional college with correspondence courses, weekend seminars, and visiting tutors while the student teacher is posted in a primary school. The project will produce fully qualified teachers at the end of four years. Additional funding is being provided by the United Nations and the Commonwealth Secretariat.

University of Zimbabwe **$40,000**

In September 1981 Walter Kamba became the first black principal of the University of Zimbabwe, which now serves over 2,000 students, 63 percent of them black. In conjunction with his inauguration, he convened a conference aimed at helping the University to become involved in Zimbabwe's national development efforts, particularly in rectifying the disparities between the rural and urban sectors of its economy. Scholars, educators, administrators, and government officials from Zimbabwe and a number of other countries attended the gathering, which focused on university reform, university relations with government, and related topics. Conference participants also considered ways of balancing traditional educational goals with the developmental needs of the nation and its people. This grant covered honoraria for speakers, the publication of papers resulting from the meeting, and some additional costs.

Joseph Rowntree Charitable Trust **$15,000**

Nine southern African countries — Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia, and Zimbabwe — have joined in the Southern Africa Development Coordination Conference (SADCC) to promote economic cooperation among the member countries and to reduce their external economic dependence. At a meeting in Maputo, Mozambique, last year, the SADCC countries brought their ministerial representatives together with officials from more than 20 other governments, along with leaders of international financial institutions and development assistance agencies, to consider issues of long-range importance to the economic future of the region. Corporation funding for the meeting supplemented its support for a similar gathering in 1979. The Joseph Rowntree Charitable Trust administered the grant.

African-American Institute (AAI) **$125,000**

There is a growing international awareness that planning for economic development has scarcely recognized the multiple roles performed by Third World women, much less encouraged the expansion of their economic participation and, ultimately, their potential for national leadership. Because this problem is particularly acute in Africa, AAI used a 1979 Corporation grant to help establish a Women and African Development Program (WADP) intended to identify and assist African women in government, business, education, and other fields who show promise of being able to mobilize their nations' concern about women's issues. Under the direction of Gayla Cook, the program offers these individuals a broad range of training opportunities, including international travel to increase their understanding of the processes involved in economic and social development and workshops to improve their administrative and managerial skills. During the course of this grant WADP is focusing on Zimbabwe, where the new majority government presents a unique opportunity for women to take on important roles in designing their country's future. Additional funding is being provided by the U.S. Agency for International Development.

Eastern and Southern African Management Institute **$4,800**

The Eastern and Southern African Management Institute in Arusha, Tanzania, used previous Corporation support to design a program of management skills and policy analysis training for individuals involved in planning activities affecting women in countries throughout eastern and southern Africa. One of the primary objectives of the program is to encourage the integration of women and women's concerns into the process of regional and national development. This grant enabled Susan Caughman of Boston University, an experienced technical consultant on African development projects, to travel to Arusha in order to assist the program's director in finalizing the curriculum for the courses and to assume some of the lecturing responsibilities for the initial training session.

University of the West Indies **$20,900**

The Institute of Social and Economic Research (ISER) of the University of the West Indies used support from the Leverhulme Trust Fund in England and from the Ford Foundation to carry out a major research project on the conditions and experiences of women in the Caribbean. Some of the results of the study, which should be useful to policymakers throughout the region in developing programs and services for Caribbean women, were published in a special edition of ISER's quarterly journal, *Social and Economic Studies*, and in its *Occasional Papers* series. Topics covered in the articles and monographs include women's perceptions and roles with regard to their families, to the law, and to employment. This grant paid the cost of producing the ISER publications.

Government of Belize **$15,000**

Belize (formerly known as British Honduras) is a small English-speaking country on the Caribbean coast of northern Central America. With support from the United Nations Voluntary Fund for the Decade of Women its government recently established a Women's Bureau to promote the maximum participation of women in the nation's development process. This grant is enabling the Bureau to set up a Development Communications Network aimed at reaching Belizean women with information about methods for generating income, improving their economic and social conditions, and acquiring skills that will upgrade the quality of their lives. As part of the project, the Network is instituting a series of community-level workshops, to be held throughout Belize, that will provide approximately 700 women with economic and management training, as well as present them with an opportunity for discussions about their needs, problems, and aspirations. It is expected that workshop participants will use what they have learned to assist other women in their local areas and neighborhoods.

Commonwealth of Dominica **$15,000**

In 1980 the government of Dominica, an island in the English-speaking Caribbean, established a Women's Desk within its Ministry of Home Affairs in order to promote the economic advancement of the nation's women. However, Dominica's poor financial condition, worsened by a devastating hurricane in 1978 that crippled its agriculture and destroyed many public and private facilities, has limited the outreach capability of the agency. This grant is enabling it to expand its operations by assisting its staff to travel around the island, visiting various women's organizations to aid them with economic and related types of planning. A portion of the funds is also supporting research on the status and conditions of women in Dominica and training for both the staff of the Women's Desk and other women involved in development activities to help them increase their productivity and effectiveness.

Program-related investment

The Tax Reform Act of 1969 permitted foundations to make program-related investments (PRIs) in addition to grants. This method of funding, in the form of a loan, loan guarantee, or equity investment, can be used to support a philanthropic undertaking that may generate income in the future. In 1978 the Corporation's trustees approved a plan to make PRIs for institutions or projects that might otherwise qualify for a grant under the Corporation's program.

This year the trustees voted a PRI of $100,000 to the Telecommunications Cooperative Network (TCN), a consumer cooperative organized in 1979 to combine the purchasing power of nonprofit organizations in order to achieve significant savings on their communications costs and to improve the quality and diversity of services available to them. Currently, TCN acts as a broker for a variety of long-distance telephone services that are individually tailored to the needs of large and small groups at an average savings of 15 percent. The Corporation joined the cooperative in 1980 and is assisting it through a PRI to develop its own long-distance telephone system called Toll-Share for implementation in 1982. The initial marketing efforts for Toll-Share are being aimed at colleges and universities, whose volume of long-distance telephone calls constitute a significant and ever-increasing budget item. Once arrangements for setting up the Toll-Share network are completed, TCN will be able to offer educational institutions, as well as other types of nonprofit organizations, savings on their long-distance telephone traffic of up to 30 percent. It is expected that Toll-Share will eventually become a self-supporting activity and that TCN will be able to repay this loan investment.

Program development and evaluation fund

An Evaluation Studies Fund was established in 1971 to provide a source from which the officers could commit funds for outside evaluations of major Corporation-supported projects. The Fund encouraged the Corporation's staff to follow up grant commitments with objective reviews of what had been learned. In 1975 the Fund was expanded under the title, Program Development and Evaluation Fund, to include the expenses involved in exploring potential new undertakings. The following allocations, totaling $98,889, were made from the 1980-81 Program Development and Evaluation Fund.

For a consultant on corporations' interest in public education	$30,230
For a consultant to develop a program for support of private college planning activities	$25,500
For a consultant on adult literacy in the United States	$16,260
For a consultant on the feasibility of a Carnegie commission on poverty in South Africa	$14,200
For an evaluation of the Children's Defense Fund	$10,000
For a consultant on law reform and the extension of legal services in South Africa	$ 1,500
For a consultant to compile data on minority law students	$ 1,199

Dissemination fund

The Dissemination Fund was created in 1957 to assist in the completion of books and other publications that emerge from projects supported by the Corporation and to ensure their widespread promotion and distribution. Prior to 1957, it had been customary to include in many grants enough funds to cover anticipated publication expenses. The Fund, however, has proved a more economical and effective means of disseminating the results of Corporation grants, and it provides more flexibility in selecting significant projects for special attention. The following allocation, totaling $2,482, was made from the 1980-81 Dissemination Fund:

Purchase and dissemination of 175 copies of the final report of the Panel on Outcome Measures of Early Childhood Demonstration Programs of the National Academy of Sciences' National Research Council and travel expenses of the Panel's staff director to present the findings at the annual meeting of the American Psychological Association	$2,482

Publications resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

Grants in the field of higher education resulted in the following publications:

Adults as Learners: Increasing Participation and Facilitating Learning, by K. Patricia Cross (Jossey-Bass)

The Evaluation of Composition Instruction, by Barbara Gross Davis, Michael Scriven, and Susan Thomas (Edgepress)

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society, by Arthur W. Chickering and Associates (Jossey-Bass)

A number of publications addressed issues in elementary and secondary education:

Las Mujeres: Conversations from a Hispanic Community, by Nan Elsasser, Kyle MacKenzie, and Yvonne Tixier y Vigil (Feminist Press and McGraw-Hill)

The Nature and Measurement of Competency in English, edited by Charles R. Cooper (National Council of Teachers of English)

The Sex-Role Cycle: Socialization from Infancy to Old Age, by Nancy Romer (Feminist Press and McGraw-Hill)

Woman's "True" Profession: Voices from the History of Teaching, by Nancy Hoffman (Feminist Press and McGraw-Hill)

Several publications concerned with young children reflect the Corporation's interest in that area:

Balancing Jobs and Family Life: Do Flexible Work Schedules Help?, by Halcyone H. Bohen and Anamaria Viveros-Long (Temple University Press)

The Futility of Family Policy, by Gilbert Y. Steiner (Brookings Institution)

New Work Schedules for a Changing Society: A Work in America Institute Policy Study, directed by Jerome M. Rosow and Robert Zager (Work in America Institute, Inc.)

Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15, by L.J. Schweinhart and D.P. Weikart (High/Scope Press)

The following book emerged from the Corporation's public affairs program:

In The Running: The New Woman Candidate, by Ruth B. Mandel (Ticknor & Fields)

These books reflect the Corporation's activities in international affairs:

SADCC2-Maputo: The Proceedings of the Second Southern African Development Co-ordination Conference, edited by Aloysius Kgarebe (SADCC Liaison Committee, London)

Southern Africa: Toward Economic Liberation, edited by Amon J. Nsekela (Rex Collings Ltd., London)

Universities in Partnership: The Inter-University Council and the Growth of Higher Education in Developing Countries, by I.C.M. Maxwell (Scottish Academic Press, Edinburgh)

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The Rijnvaart
of the Stadtbuch

The report of the secretary

In their first board meeting of the 1980-81 year, the trustees appointed David Z. Robinson to the position of executive vice president; Barbara D. Finberg to vice president, program, a corporate officer position; and Richard H. Sullivan to vice president, finance, and treasurer. Mr. Robinson had been vice president of the foundation since 1970. Ms. Finberg had been a program officer with responsibility for the Corporation's early childhood program, a role which she continues to play; she joined the Corporation's staff in 1959 as an editorial associate. Mr. Sullivan had been treasurer since 1976, having come to the Corporation in 1970 as assistant to the president; at the end of the year, he retired from the position of treasurer but continued his association with the foundation as a senior staff member on leave.

At the annual meeting in December, Jeanne Spurlock retired as a trustee of the Corporation. Dr. Spurlock had been elected to the board in June 1973 and had served on the nominating committee since 1978. She was a member of the Special Committee on the Future of the Commonwealth Program, which made recommendations in 1975 for what is now the international program.

Ruth Simms Hamilton, professor of sociology and of racial and ethnic studies at Michigan State University, was elected to fill the seat left vacant by Dr. Spurlock's retirement. Ms. Hamilton graduated from Talladega College with highest honors and holds the M.A. and Ph.D. degrees from Northwestern University. She joined the faculty at Michigan State in 1968, having previously served as assistant professor of sociology and of anthropology at Iowa State University. She is editor of *African Urban Studies*. She has chaired the American Sociological Association's Section on the Sociology of World Conflict and was a member of the Study Commission on United States Policy Toward Southern Africa, which was established by the Rockefeller Foundation and issued its report in 1981.

The trustees held regular board meetings on October 9 and December 11, 1980, and February 12, April 9, and June 11, 1981. A two-day retreat to permit in-depth discussion of the Corporation's programs was held in Princeton, New Jersey, on March 19 and 20, 1981. A special meeting of the board was held during the retreat

to discuss a real estate investment proposal received from one of the Corporation's investment counselors.

At the annual meeting, Thomas R. Donahue, Mary Louise Petersen, and Anne Firor Scott, whose terms were due to expire, were reelected to four-year terms. John C. Taylor, 3rd, was reelected chairman of the board and Madeline H. McWhinney was reelected vice chairman.

During the year, the finance and administration committee consisted of Carl M. Mueller, chairman; John G. Gloster, Helene L. Kaplan, Ms. McWhinney, Alan Pifer, Mr. Taylor, and John C. Whitehead. It met on October 23, November 24, and December 5, 1980, and January 15, March 19, April 16, July 16, and September 17, 1981.

The nominating committee was composed of Ms. McWhinney, chairman; Mr. Donahue, David A. Hamburg, Mr. Pifer, and Margaret K. Rosenheim. It met on October 9, 1980.

At the February meeting of the board, the Special Trustee Committee on the Role of the Trustees, which had been set up in March 1980, presented its report and recommendations, which were accepted by the board. Acting on the recommendations, the chairman asked the secretary to develop an orientation program for new trustees, and he established an ad hoc committee of the board to plan topics of discussion and formats for board and retreat meetings. This agenda committee consists of the chairman and president and three other trustees appointed by the chairman. Dr. Hamburg, Ms. Petersen, and Ms. Scott were appointed to the committee in March. The committee met on April 9 and June 11, 1981.

There was a staff change in the international program in June 1981. Kristin Anderson, who had been a program associate since coming to the Corporation in 1976, resigned in order to pursue her interest in the field of women in development on a full-time basis. Jill W. Sheffield joined the staff in June as a program associate in the international program. Ms. Sheffield has a master's degree in international education from Teachers College, Columbia University. Since 1971, she had been a staff member of World Education, most recently serving as director of programs there. She has also held positions with the Alan Guttmacher Institute of Planned Parenthood Federation of America; University College, Nairobi; and the Family Planning Association of Kenya. She chairs the board of International Planned Parenthood Federation-Western Hemisphere.

The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 85 through 113. The following comments highlight and supplement the information presented in the financial statements.

Investment matters

On September 30, 1981, the market value of the Corporation's investment assets was $335.0 million, compared with $345.5 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

Investments on September 30, 1981

	Market value	Percent of total	Net realized gain (loss) on investment transactions during year
Main portfolio:			
Equities			
Common stocks	$269,042,922	80.3%	$32,682,625
Convertible securities	6,142,243	1.8	(61,500)
Fixed income securities			
Short term	32,300,344	9.7	1,021
Other	13,430,066	4.0	(1,349,513)
Other investments	14,082,975	4.2	—
	$334,998,550	100.0%	$31,272,633

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. To monitor the progress toward this objective, a monthly index of total return on the main portfolio is calculated. The index shows a total return of 0.6 percent for the year ended September 30, 1981.

During fiscal 1980, the Corporation initiated a relatively modest program of investments in venture capital funds by committing $10,000,000 to limited partnership participation in such organizations. As of September 30, 1981, $5,700,000 had been transferred to these partnerships, and the remaining capital contributions will be spread out over the next three fiscal years.

The Corporation's trustees delegate decisions on individual purchases or sales of securities to the investment managers, who operate within investment policies and standards set by the trustees. At year end those managers were Morgan Guaranty Trust Company of New York; Miller, Anderson & Sherrerd; Cole, Yeager & Wood, Inc.; and McCowan Associates, Inc. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain ultimate responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies will be voted. Trustee action on proxy issues is not limited to a positive or negative vote on each proposal. It sometimes involves written and oral communication with senior officers of firms whose securities are held among the Corporation's assets.

The Corporation's income

The income from investments for the year ended September 30, 1981, was $17,880,013, compared with $19,245,966 the preceding year, reflecting a policy of emphasizing capital gains rather than current income.

The net realized gain on investment transactions during the year was $31,272,633, compared with $15,610,540 in the 1979-80 fiscal year.

Appropriations and expenditures

For the United States and international programs, a total of $12,259,610 was appropriated in fiscal 1981. A complete list of grant appropriations is shown on pages 91 through 113.

Any balance held by a grantee after a project has been completed or terminated is normally refunded to the Corporation. These refunds, along with cancellations of commitments made in prior years are listed on page 113 as adjustments of appropriations. For the year ended September 30, 1981, these refunds and cancellations provided $113,252, so that net appropriations amounted to $12,146,358.

The general administration and program management expenditures, as shown on page 90, were $2,544,396, compared with $2,221,035 in the prior fiscal year.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was $968,540, a sum which otherwise would have been available for philanthropic grants.

Ten-year summary of financial highlights (in thousands)

Fiscal year ended September 30	Market value of investments at year end	Investment income	Appropriations for grants—net	All other expenditures net of miscellaneous income	Excess (deficiency) of income over expenditures	
					Current year	Cumulative for last ten years
1981	$334,998.6	$17,880.0	$12,333.9	$3,618.4	$1,927.7	($17,931.1)
1980	345,502.1	19,246.0	11,576.8	3,251.6	4,417.6	(19,858.8)
1979	294,487.2	19,225.0	12,225.8	3,115.8	3,883.4	(24,276.4)
1978	284,500.7	17,058.8	11,844.9	2,800.3	2,413.6	(28,159.8)
1977	271,999.6	15,155.9	12,529.2	3,112.2	(485.5)	(30,573.4)
1976	280,134.1	13,312.3	12,802.2	3,185.7	(2,675.6)	(30,087.9)
1975	239,886.5	11,627.3	13,564.8	2,835.9	(4,773.4)	(27,412.3)
1974	198,948.8	10,674.2	15,577.6	2,527.7	(7,431.1)	(22,638.9)
1973	336,453.0	9,997.3	16,448.9	2,499.6	(8,951.2)	(15,207.8)
1972	351,814.9	11,540.6	15,465.2	2,332.0	(6,256.6)	(6,256.6)

Audit by independent accountants

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1980-81. The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.

Opinion of independent accountants

The Board of Trustees
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1981 and 1980, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1981 and 1980, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Our examination was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary data included in the schedules on pages 89 through 91 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examination of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York
November 12, 1981

Balance sheets

September 30, 1981 and 1980

	1981	1980
Assets		
Investments (market value $334,998,550 in 1981, $345,502,059 in 1980)		
Equities (at cost)	$247,114,779	$232,863,144
Fixed income (at amortized cost)	50,405,007	41,353,065
Other (at cost)—note 2	12,540,000	2,500,000
	310,059,786	276,716,209
Cash	418,557	501,712
Program-related investment (net of allowance for possible losses of $300,000 in 1981 and $112,500 in 1980)	300,000	112,500
Total assets	$310,778,343	$277,330,421
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	$11,778,297	$11,204,670
Federal excise tax payable	968,540	673,515
Total liabilities	12,746,837	11,878,185
Fund balances		
Income	—	—
Principal	298,031,506	265,452,236
Total fund balances	298,031,506	265,452,236
Total liabilities and fund balances	$310,778,343	$277,330,421

See accompanying notes to financial statements.

Statements of changes in fund balances
for the years ended September 30, 1981 and 1980

Income fund	1981	1980
Income		
Interest and dividends	$17,880,013	$19,245,966
Less investment expenditures—note 3	789,965	676,052
Net investment income	17,090,048	18,569,914
Other	58,950	16,346
Total income	17,148,998	18,586,260
Expenditures		
Provision for federal excise tax	343,000	370,814
General administration and program management—notes 3 & 4	2,544,396	2,221,035
Grant appropriations (net of refunds and cancellations of $113,188 in 1981, $43,730 in 1980)	12,043,424	11,241,754
Appropriations for studies and projects administered by the officers (net of cancellations of $64 in 1981, $17,045 in 1980)	102,934	222,536
Provision for possible losses on program-related investments	187,500	112,500
Total expenditures	15,221,254	14,168,639
Excess of income over expenditures	1,927,744	4,417,621
Transfer to principal fund of prior years' allocations of gains on investment transactions	(1,927,744)	(4,417,621)

See accompanying notes to financial statements.

Principal fund	1981	1980
Expendable:		
Net realized gains and losses on investment transactions and reversionary interests		
Balance at beginning of year	$151,936,702	$136,625,923
Additions and deductions		
Net realized gain on investment transactions	31,272,633	15,610,540
Net realized gain on recovery of reversionary interests	4,433	2,029
Less applicable federal excise tax	(625,540)	(301,790)
Balance at end of year	182,588,228	151,936,702
Net allocations to income fund		
Balance at beginning of year	(21,821,334)	(26,238,955)
Transferred from income fund	1,927,744	4,417,621
Balance at end of year	(19,893,590)	(21,821,334)
Expendable balance, net, end of year	162,694,638	130,115,368
Nonexpendable (balance at beginning and end of year):		
Endowment	125,000,000	125,000,000
Legacy	10,336,868	10,336,868
Total nonexpendable	135,336,868	135,336,868
Total principal fund balance	$298,031,506	$265,452,236

See accompanying notes to financial statements.

Notes to financial statements

September 30, 1981 and 1980

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. These two exceptions to the accrual basis of accounting have no material effect on the financial position or the results of operations.

The resources of the Corporation are accounted for in two funds — income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from Andrew Carnegie who by the terms of the conveying instruments stipulated that the principal may never be expended. Expendable resources represent net realized gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) The Corporation, to diversify its investments, has entered into a number of limited partnership agreements in venture capital firms. As of September 30, 1981, $5,700,000 has been paid into the various partnerships, and is included in other investments. The balance of the present commitments, $4,300,000, will be paid out in varying amounts during the next three fiscal years. In addition, several other investments of a specialized nature have been made which are not included among the equities or fixed income holdings.

(3) The Corporation had shared office facilities and certain personnel with The Carnegie Foundation for the Advancement of Teaching. Under such arrangement, which terminated June 30, 1980, the Foundation reimbursed the Corporation for expenditures attributable to the Foundation's operations, in the amount of $65,000 in 1980. Such reimbursement has been allocated to general administration and program management expenditures and investment expenditures, in the amounts of $61,586 and $3,414, respectively.

(4) The Corporation purchases annuities for employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1981 and 1980, were $224,151 and $206,277, respectively. There were no unfunded prior service costs.

(5) The Corporation leases office space under a twenty year lease expiring March 31, 1988. The basic annual rental is $136,013 and is subject to escalation provisions for maintenance and taxes. Rent expense for 1981 and 1980 was $318,366 andd $285,282, respectively.

Summary of investments held and income from investments

for the year ended September 30, 1981

	Amortized cost	Market value	Greater or (less) than carrying value	Income
Equities				
Common stocks	$241,151,535	$269,042,922	$27,891,387	$12,558,064
Convertible securities	5,963,244	6,142,243	178,999	226,131
Fixed income securities				
Short term	32,300,344	32,300,344	—	3,257,902
Other	18,104,663	13,430,066	(4,674,597)	1,813,909
Other	12,540,000	14,082,975	1,542,975	24,007
	$310,059,786	$334,998,550	$24,938,764	$17,880,013

A complete listing of securities is available upon written request.

Statement of general administration, program management, and investment expenditures *for the year ended September 30, 1981, with comparative totals for the year ended September 30, 1980*

	1981			1980
	General administration and program management expenditures	Investment expenditures	Total	Total
Salaries	$1,331,640	$80,179	$1,411,819	$1,261,839
Investment advisory and custody fees	—	641,358	641,358	530,957
Employee benefits	372,277	20,068	392,345	363,427
Rent — note 5	300,149	18,217	318,366	285,282
Quarterly and annual reports	97,457	5,915	103,372	102,837
Travel	87,021	—	87,021	88,456
Trustees' honoraria and expenses	80,368	6,430	86,798	66,663
Postage, telephone and cables	49,025	2,975	52,000	45,998
Pensions	49,539	—	49,539	7,487
Office equipment, services and supplies	45,173	2,742	47,915	57,549
Conferences and meetings	32,584	1,978	34,562	35,977
Consultants	22,565	250	22,815	31,018
Copying and duplicating services	20,834	1,264	22,098	15,589
Membership fee	20,000	—	20,000	20,000
Legal and accounting services	10,357	7,047	17,404	30,761
Books and periodicals	9,480	575	10,055	9,802
Miscellaneous	15,927	967	16,894	8,445
	2,544,396	789,965	3,334,361	2,962,087
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	—	—	—	(65,000)
	$2,544,396	$789,965	$3,334,361	$2,897,087*

*Includes $676,052 of investment expenditures.

Statement of appropriations and payments*

for the year ended September 30, 1981

Summary of grant appropriations and payments

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For United States purposes	$11,635,912	$ 9,906,395	$10,731,714	$10,810,593
For international purposes	520,700	1,258,552	868,585	910,667
	12,156,612	$11,164,947	$11,600,299	$11,721,260
Less refunds and cancellations	113,188			
	$12,043,424			

Summary of appropriations for studies and projects administered by the officers

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For United States purposes	$ 87,298	$20,040	$61,752	$45,586
For international purposes	15,700	19,683	23,932	11,451
	102,998	$39,723	$85,684	$57,037
Less refunds and cancellations	64			
	$102,934			

**This schedule shows all payments made during the fiscal year 1980-81 from appropriations of that year and the preceding years.*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Academy for Educational Development 680 Fifth Avenue New York, New York 10019				
Conference to assist college faculty in career changes and retirement planning	**$13,875**		$13,875	
Advocates for Children of New York 29-26 41st Avenue Long Island City, New York 11101				
Training and advocacy on education of the handicapped in the New York City school system — $156,000 (1980)		$78,000	78,000	
African-American Institute 833 United Nations Plaza New York, New York 10017				
Program on policy issues in African-American relations — $239,000 (1979)		76,100	76,100	
American Association for Higher Education One Dupont Circle, N.W. Washington, D.C. 20036				
Establishment of a Center for Learning and Telecommunications — $347,500 (1980)		261,750	173,750	$88,000
American Association of University Professors One Dupont Circle Washington, D.C. 20036				
Planning conference for a faculty in governance support system	15,000		15,000	
American Civil Liberties Union Foundation 132 West 43rd Street New York, New York 10036				
Research and information program on the Voting Rights Act	100,000		33,333	66,667
American Council of Learned Societies 800 Third Avenue New York, New York 10022				
Fellowships — $500,000 (1976)		100,000	100,000	
Committee on changes in the system of scholarly communication — $83,000 (1980)				
American Council on Education One Dupont Circle, N.W. Washington, D.C. 20036		55,000	27,500	27,500

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Program to improve the status of women in academic administration — $200,000 (1980)		100,000	100,000	
Support of the National Student Aid Coalition	100,000			100,000
Explorations into the roles of women and minority trustees of colleges and universities	15,000		15,000	
American Friends Service Committee 1501 Cherry Street Philadelphia, Pennsylvania 19102				
Title I Parent Advisory Council Project of the Southeastern Public Education Program	355,450		138,680	216,770
American Institutes for Research in the Behavioral Sciences 1055 Thomas Jefferson St., N.W. Washington, D.C. 20007				
Development of a self-study guide on sex equity in institutions of higher education	15,000		15,000	
Dissemination of a self-study guide on sex equity in institutions of higher education	50,000		50,000	
American Psychological Association 1200 Seventeenth Street, N.W. Washington, D.C. 20036				
Revision and expansion of technical standards for educational and psychological testing	75,000		37,500	37,500
A. Philip Randolph Educational Fund 260 Park Avenue South New York, New York 10010				
Internship program for black labor unionists — $150,000 (1980)		100,000	50,000	50,000
Arkansas Advocates for Children and Families 203 Donaghey Building Seventh and Main Little Rock, Arkansas 72201				
Activities to improve services to children and families	45,000		18,000	27,000
Association of American Colleges 1818 R Street, N.W. Washington, D.C. 20009				
Project on the Status and Education of Women — $350,000 (1979)		$75,000	$75,000	
Project on Educational Employment Relations	$15,000		15,000	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Association of American Law Schools One Dupont Circle, N.W. Washington, D.C. 20036				
American Council on Education-Association of American Law Schools Joint Committee on Bakke — $7,050 (1978)		7,050		$7,050
Association of American Universities One Dupont Circle, N.W. Washington, D.C. 20036				
Task forces on major issues facing research libraries	15,000		15,000	
Association of Governing Boards of Universities and Colleges One Dupont Circle, N.W. Washington, D.C. 20036				
Project on presidential leadership in American colleges and universities	283,000			283,000
Association of Labor Relations Agencies 1215 Western Avenue Albany, New York 12203				
Public Employment Relations Service — $50,000 (1980)		50,000	50,000	
Bay Area Research Group 385 Sherman Avenue Palo Alto, California 9[illegible]06				
Study of school-based, school-wide reform projects	148,000		81,446	66,554
British Open University Foundation 110 East 59th Street New York, New York 10022				
Information and advisory services — $45,000 (1979)		30,000	15,000	15,000
Brookline, Public Schools of Brookline, Massachusetts 02146				
Brookline Early Education Project	400,000		158,061	241,939
California, University of, Berkeley Berkeley, California 94720				
Bay Area Writing Project — $196,270 (1979)		69,992	69,992	
California, University of, Los Angeles Los Angeles, California 90024				
Study of child development in alternative life styles — $303,800 (1980)		145,795	145,795	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
California, University of, San Diego LaJolla, California 92093				
Research on situational and subcultural variations in the development of cognitive skills — $300,000 (1979)		240,000	120,000	120,000
Research and writing on university administration by William J. McGill — $88,825 (1980)		46,983		46,983
Workshop on microcomputers in education	3,381		3,381	
Meeting with Japanese psychologists on cognitive psychology and education	2,397		2,397	
Carnegie Foundation for the Advancement of Teaching 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036				
Study of American high schools	300,000		100,000	200,000
Carnegie Institution of Washington 1530 P Street, N.W. Washington, D.C. 20005				
Postdoctoral fellowships in the natural sciences — $360,000 (1977)		90,000	90,000	
Catholic University of America Washington, D.C. 20064				
Study of the Department of Education's role in promoting affirmative action in graduate and law schools	63,680		63,680	
Center for Community Change 1000 Wisconsin Avenue, N.W. Washington, D.C. 20007				
Leadership development in community-based organizations	375,000		62,500	312,500
Center for Public Representation 520 University Avenue Madison, Wisconsin 53703				
Wisconsin Community Children's Audit	155,200		79,441	75,759
Chatham College Pittsburgh, Pennsylvania 15232				
Planning a project on child care	15,000		15,000	
Children's Defense Fund 1520 New Hampshire Avenue Washington, D.C. 20036				
Support — $800,000 (1979)		225,000	225,000	
Children's Hospital Medical Center 300 Longwood Avenue Boston, Massachusetts 02115				

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Training program in child development for pediatricians — $74,575 (1979)		37,406	20,436	16,970
Children's Museum 300 Congress Street Boston, Massachusetts 02115				
Pilot educational program for young children and their parents	**201,700**		96,800	104,900
Citizens' Council for Ohio Schools 517 The Arcade Cleveland, Ohio 44114				
Support — $100,000 (1979)		30,000	30,000	
Clearinghouse for Community Based Free Standing Educational Institutions 1806 Vernon Street, N.W. Washington, D.C. 20009				
Technical assistance and the development of evaluative criteria for member institutions — $154,500 (1979)	**234,900**	21,392	90,925 21,392	143,975
Columbia University New York, New York 10027				
Development of programs to train conservators and library preservation administrators	**50,000**		50,000	
Study of child-care services and planning for a study of social policy relating to families with children	**141,000**		23,020	117,980
Committee on Institutional Cooperation 990 Grove Street Evanston, Illinois 60201				
Development of upper-division correspondence courses — $486,000 (1977)		67,000	67,000	
Cooper Union for the Advancement of Science and Art Cooper Square New York, New York 10003				
Visiting professorships and development of new engineering courses — $250,000 (1974)		63,000	5,300a 57,700	
Cornell University Ithaca, New York 14853				
Study of the implementation of family support programs — $285,000 (1978)	**246,550**	79,007	75,000 79,007	171,550
Council of Chief State School Officers 400 North Capitol Street Washington, D.C. 20001				
Resource Center on Sex Equity — $256,000 (1979)		158,952		158,952

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council of Independent Colleges One Dupont Circle, N.W. Washington, D.C. 20036				
Research and management project for liberal arts colleges — $224,500 (1978)		128,900	90,640	38,260
Council for Interinstitutional Leadership One Dupont Circle Washington, D.C. 20036				
Support	**15,000**		15,000	
Council on Library Resources One Dupont Circle, N.W. Washington, D.C. 20036				
Programs to improve the management of research libraries — $500,000 (1977)		352,000	50,000	302,000
Development of a national computerized bibliographic system for research libraries — $600,000 (1978)		400,000		400,000
Program of education and management training in the research library field	**450,000**		150,000	300,000
Day Care Forum 610 West 112th Street New York, New York 10025				
Activities to extend and improve day care in New York State — $62,400 (1980)		31,200	31,200	
Denver, University of Denver, Colorado 80208				
Research on the development of social-cognitive skills in preschool children	**168,730**		54,980	113,750
Designs for Change 220 South State Street Chicago, Illinois 60604				
Study of school-related advocacy groups — $140,000 (1980)		50,000		50,000
Editorial Projects in Education 1333 New Hampshire Avenue, N.W. Washington, D.C. 20036				
Promotion and marketing of Education Week	**75,000**		75,000	
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80203				
Seminars on educational issues for state legislators — $267,000 (1979)	**350,000**	82,425	100,000 82,425	250,000
Law and Education Center — $150,000 (1980)		75,000	75,000	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Educational Priorities Panel 95 Madison Avenue New York, New York 10016				
Study of special education expenditures in New York City	**13,275**		13,275	
Educational Products Information Exchange Institute P.O. Box 620 Stony Brook, New York 11790				
Training program for school district personnel on selection of curriculum materials	**143,000**		143,000	
Federation of Child Care Centers of Alabama P.O. Box 214 Montgomery, Alabama 36105				
Advocacy, technical assistance, and training for child care centers — $120,000 (1980)		80,000	50,000	30,000
Foundation Center 888 Seventh Avenue New York, New York 10019	**150,000**		50,000	100,000
Support — $50,000 (1979)		50,000	50,000	
George Washington University* Washington, D.C. 20052				
Development of new projects by the Institute for Educational Leadership — $150,000 (1979)	**(50,000)***	50,000		
Harvard University Cambridge, Massachusetts 02138				
Research on the development of symbolic abilities in young children — $150,000 (1979)		35,000	35,000	
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197				
Research, policy studies, and dissemination of information on early childhood education	**498,000**		200,000	298,000
Hispanic American Career Educational Resources 115 West 30th Street New York, New York 10001				
Support of an Hispanic women's center — $102,700 (1980)		52,300	52,300	

**Transferred to Institute for Educational Leadership*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Illinois, University of, at Chicago Circle **Box 4348** **Chicago, Illinois 60680**				
Development of the Doctor of Arts program and fellowships — $65,000 (1975)		21,666		21,666
Illinois, University of **247 Administration Building** **Urbana, Illinois 61801**				
Conference for publishers and researchers on school texts and the development of reading comprehension	**15,000**		15,000	
Independent Sector **1828 L Street, N.W.** **Washington, D.C. 20036**				
Support — $45,000 (1980)		30,000	15,000	15,000
Institute for Educational Leadership* **1001 Connecticut Avenue, N.W.** **Washington, D.C. 20036**				
Development of new projects	**50,000***		50,000	
Institute for Services to Education **1320 Fenwick Lane** **Silver Spring, Maryland 20910**				
Support — $500,000 (1979)		200,000	100,000	100,000
Institute of Society, Ethics and the Life Sciences **360 Broadway** **Hastings-on-Hudson, New York 10706**				
Program on Applied and Professional Ethics — $201,350 (1980)		101,825	66,589	35,236
Intercultural Development Research Association **5835 Callaghan** **San Antonio, Texas 78228**				
School finance reform program — $210,000 (1980)		118,600		118,600
Johns Hopkins University **Baltimore, Maryland 21218**				
Conferences of American legislators with British parliamentarians and African leaders — $106,000 (1971)		7,956		7,956
Joint Center for Political Studies **1301 Pennsylvania Avenue, N.W.** **Washington, D.C. 20004**				
Research on the implementation and impact of the Voting Rights Act	**200,000**		100,000	100,000

**Transferred from George Washington University*

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Lawyers' Committee for Civil Rights under Law 733 15th Street, N.W. Washington, D.C. 20005				
Federal Education Project — $502,000 (1980)		273,000	273,000	
League for Innovation in the Community College 1100 Glendon Avenue Westwood Center Los Angeles, California 90024				
Community College Productivity Center — $263,100 (1979)		102,100	69,800	32,300
Malcolm-King: Harlem College Extension 290 Adam Clayton Powell, Jr. Blvd. New York, New York 10037				
Institutional planning	15,000		15,000	
Maricopa Community College District 3910 East Washington Street Phoenix, Arizona 85034				
Planning a center on policy issues related to Hispanics	15,000		15,000	
Martha Stuart Communications 66 Bank Street New York, New York 10014				
Dissemination of three videotapes about parents and children	44,000		44,000	
Maryland Center for Public Broadcasting 11767 Bonita Avenue Owings Mills, Maryland 21117				
National University Consortium for Telecommunications in Teaching — $149,250 (1980)		49,250	49,250	
Maryland, University of College Park, Maryland 20742				
National University Consortium for Telecommunications in Teaching — $241,700 (1980)		116,700	116,700	
Massachusetts Advocacy Center 2 Park Square Boston, Massachusetts 02116				
Children's Advocate Network — $225,000 (1980)		150,000	75,000	75,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Massachusetts, Commonwealth of Department of Education 31 St. James Avenue Boston, Massachusetts 02116				
Support of the Commonwealth Inservice Institute	**300,000**		75,000	225,000
Meier, Gretl 774 Santa Ynez Stanford, California 94305				
Examination of the feasibility of using flexible work patterns to increase educational opportunities for working women	**15 000**		15,000	
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108				
Program of educational litigation and advocacy	**511,300**		169,800	341,500
Mills College Oakland, California 94613				
Math/Science Network — $317,500 (1980)		317,500	83,250	234,250
Minnesota Early Learning Design 123 East Grant Street Minneapolis, Minnesota 55403				
Expansion of an information and peer support system for new parents	**234,000**		129,000	105,000
NAACP Legal Defense and Educational Fund 10 Columbus Circle New York, New York 10019				
Postsecondary education program and development of a vocational education program — $450,000 (1980)		300,000	150,000	150,000
NAACP Special Contribution Fund 1790 Broadway New York, New York 10019				
Research and legal expenses of the school desegregation program — $575,000 (1980)		489,000	182,000	307,000
National Academy of Sciences 2101 Constitution Avenue Washington, D.C. 20418				
Committee on Women's Employment and Related Social Issues	**82,415**		42,415	40,000
Committee on Ability Testing	**15,000**		15,000	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Association for Equal Opportunity in Higher Education 2243 Wisconsin Avenue, N.W. Washington, D.C. 20007				
Seminars for presidents of historically black colleges and universities	100,000		50,000	50,000
National Association of College and University Business Officers One Dupont Circle, N.W. Washington, D.C. 20036				
Development of a cost-accounting handbook for colleges and universities — $154,600 (1980)		102,400	52,400	50,000
National Association of Secondary School Principals 1904 Association Drive Reston, Virginia 22091				
Study of American high schools	387,000		127,000	260,000
National Black Child Development Institute 1463 Rhode Island Avenue, N.W. Washington, D.C. 20005				
Development of local affiliates — $250,000 (1979)		84,726	84,726	
National Black United Fund 356 Convent Avenue New York, New York 10031				
Development of a management and development plan	15,000		15,000	
National Committee for Responsive Philanthropy 810 18th Street, N.W. Washington, D.C. 20006				
Support — $82,500 (1979)		27,500	27,500	
National Consortium on Testing P.O. Box 9521 Arlington, Virginia 22209				
Support — $224,400 (1980)		113,574	113,574	
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10027				
Community advocacy program for children and families — $127,000 (1980)		3,800	3,800	
National Council of La Raza 1725 Eye Street, N.W. Washington, D.C. 20006				
Title I Migrant Education Project — $296,500 (1979)	175,000	35,500	115,000 35,500	60,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Institute for Work and Learning 1211 Connecticut Avenue, N.W. Washington, D.C. 20036				
Review of the National Assessment of Educational Progress	77,830		77,830	
National Student Educational Fund 2000 P Street, N.W. Washington, D.C. 20036				
State Student Association Development Project — $113,000 (1980)		56,300	56,300	
National University Consortium for Telecommunications in Teaching P.O. Box 430 Owings Mills, Maryland 21117				
Support	445,950		111,488	334,462
National Urban Coalition 1201 Connecticut Avenue, N.W. Washington, D.C. 20036				
Support and technical assistance to community groups involved in school finance activities — $343,530 (1975)		28,558		28,558
Research and training for minorities and women on school finance reform and related issues — $125,000 (1979)		31,250		31,250
National Urban League 500 East 62nd Street New York, New York 10021				
Analysis and reporting of a national survey of black households	175,000		125,000	50,000
National Women's Education Fund 1410 Q Street, N.W. Washington, D.C. 20005				
Establishment of a national system of public leadership training for women	225,000		100,000	125,000
Native American Rights Fund 1506 Broadway Boulder, Colorado 80302				
Internship program for recent Indian law graduates — $151,000 (1979)		39,000	39,000	
New Mexico, University of Albuquerque, New Mexico 87131				
Study of the status of higher education for Hispanics and Native Americans	89,100		89,100	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
New Ways to Work 149 Ninth Street San Francisco, California 94103				
Development of educational materials about job sharing — $104,000 (1979)		25,000	25,000	
Promotion and dissemination of educational materials about job sharing	73,300		42,060	31,240
New York, Board of Education of the City of 110 Livingston Street New York, New York 11201				
School Improvement Project — $175,000 (1980)		131,250	87,500	43,750
New York, Graduate School and University Center of the City University of 1515 Broadway New York, New York 10036				
Planning for a training program for women in community organizations	15,000		15,000	
New York Public Library Fifth Avenue and 42nd Street New York, New York 10018				
Catalog Preservation Project — $325,000 (1978)		130,000	130,000	
New York, University of the State of Albany, New York 12234				
Development of tests of reading ability — $475,000 (1977)		115,000	115,000	
Evaluation of educational programs offered by noncollegiate organizations — $150,000 (1980)		75,000	50,000	25,000
Research on the uses of tests of reading ability	500,000		155,000	345,000
New York Urban Coalition 1515 Broadway New York, New York 10026				
Local School Development Project — $258,750 (1980)		149,500	82,800	66,700
NOW Legal Defense and Education Fund 36 West 44th Street New York, New York 10036				
Project on Equal Education Rights — $350,000 (1979)	425,000	125,000	87,500 125,000	337,500

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Ohio College Association P.O. Box 3082 University Station Columbus, Ohio 43210				
Development of cooperative international programs	15,000		15,000	
Pennsylvania, University of Philadelphia, Pennsylvania 19104				
Planning training programs for women trustees of colleges and universities, under the auspices of HERS, Mid-Atlantic	15,000		15,000	
Pittsburgh, University of Pittsburgh, Pennsylvania 15213				
Research on the social functions of educational testing — $363,000 (1978)		202,702		202,702
Public Broadcasting Service 475 L'Enfant Plaza, S.W. Washington, D.C. 20004				
Studies of the feasibility of a public subscriber network	240,000		240,000	
Public Education Association 20 West 40th Street New York, New York 10018				
Research and advocacy on education of the handicapped in the New York City school system — $156,000 (1980)		78,000	78,000	
Puerto Rican Legal Defense and Education Fund 95 Madison Avenue New York, New York 10016				
Education Rights Project — $400,000 (1980)		250,000	130,000	120,000
Radcliffe College Cambridge, Massachusetts 02138				
Fellowship program at the Mary Ingraham Bunting Institute for nontenured faculty women from research universities — $273,150 (1979)		227,350	89,125	138,225
Rutgers University Old Queens Building New Brunswick, New Jersey 08903				
Conference and program for women state legislators under the auspices of the Center for the American Woman and Politics	177,500		30,000	147,500

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Salem College Winston-Salem, North Carolina 27108				
Faculty conference on integrating research on women into liberal arts curricula at 16 women's colleges	15,000		15,000	
Save the Children Federation 48 Wilton Road Westport, Connecticut 06880				
Designing and planning a management evaluation service for day care programs	15,000		15,000	
Smithsonian Institution Washington, D.C. 20560				
Addition to the Cooper-Hewitt Museum	100,000		100,000	
Society for Research in Child Development 1203 Tolman Hall University of California Berkeley, California 94720				
Study group on the social and affective development of minority children	13,000		13,000	
Preparation of a book on communication in infancy and early childhood	7,615		7,615	
Southern Regional Council 75 Marietta Street, N.W. Atlanta, Georgia 30308				
Southern Legislative Research Council — $351,000 (1980)		274,000	152,475	121,525
Stanford University Stanford, California 94305				
Development of a clinical legal education curriculum — $172,000		72,000	72,000	
Teachers College, Columbia University New York, New York 10027				
Research on the history of American education — $197,736 (1973)		133,736		133,736
Research and writing on the historical role of Carnegie Corporation of New York	86,084		40,936	45,148
Technical Education Research Centers 8 Eliot Street Cambridge, Massachusetts 02138				
Explorations into the feasibility and value of a cooperative educational software exchange	14,680		14,680	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Texas Institute for Families 8002 Bellaire Boulevard Houston, Texas 77036				
Program to strengthen family life and work — $300,000 (1980)		250,000	100,000	150,000
TransAfrica Forum 1325 18th Street, N.W. Washington, D.C. 20036				
Support	**75,000**		25,000	50,000
Union of Independent Colleges of Art 4340 Oak Street Kansas City, Missouri 64111				
Cooperative activities — $183,000 (1980)		86,000	62,000	24,000
United Federation of Teachers 260 Park Avenue South New York, New York 10010				
Training and assistance on the education of the handicapped for teachers in the New York City school system — $235,000 (1979)	**325,000**		125,000	200,000
		50,000	50,000	
United States Department of Education 400 Maryland Avenue, N.W. Washington, D.C. 20202				
Mina Shaughnessy Scholars Program of the Fund for the Improvement of Postsecondary Education — $250,000 (1980)		250,000	100,000	150,000
Urban Institute 2100 M Street, N.W. Washington, D.C. 20037				
Study of the relationship between nonprofit organizations and government	**15,000**		15,000	
Utah, University of Salt Lake City, Utah 84112				
HERS/West	**177,700**		46,310	131,390
Verbal Interaction Project 5 Broadway Freeport, New York 11520				
Fund raising and management assistance in the dissemination of a home training program for parents of preschool children	**15,000**		15,000	
Wellesley College Wellesley, Massachusetts 02181				
School-Age Child Care Project	**257,300**		142,080	115,220

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Wells College Aurora, New York 13026				
Public Leadership Education Network — $350,000 (1980)		250,000	175,000	75,000
Western Interstate Commission for Higher Education P.O. Drawer P Boulder, Colorado 80302				
Expansion of regional cooperation in graduate education — $127,000 (1980)		49,000	49,000	
Western Service Systems 1444 Stuart Street Denver, Colorado 80204				
Chicano Education Project — $600,000 (1980)		400,000	200,000	200,000
Center for Hispanic School Board Members	150,000		75,000	75,000
Work in America Institute 700 White Plains Road Scarsdale, New York 10583				
Study of new work patterns and their implications for economic and social policy — $145,000 (1980)		45,000	45,000	
Yale University New Haven, Connecticut 06520				
Research projects at the Center for the Study of Independent Institutions — $250,000 (1977)		100,000	50,000	50,000
Research and writing in child psychology — $59,100 (1980)		43,400	12,780	30,620
Youth Project 1555 Connecticut Avenue, N.W. Washington, D.C. 20009				
Support	450,000		150,000	300,000
Conditional Grant	25,000			25,000
Total (United States)	$11,635,912	$9,906,395	$10,731,714	$10,810,593

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Studies and projects administered by the officers				
Carnegie Commission on the Future of Public Broadcasting	$ 1,627	$ 1,300	$ 2,927	
Carnegie Council on Children		2,000	64a 1,936	
Dissemination of results of Corporation grants	2,482		2,482	
Preparation of a manuscript on competencies in English and their measurement		696		$ 696
Program development and evaluation fund	83,189	16,044	54,343	44,890
Total studies and projects administered by the officers	$87,298	$20,040	$61,752	$45,586

a Cancelled: included in total payments

Appropriations and payments — International program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017				
Program on policy issues in African-American relations — $119,000 (1979)		$ 37,900	$ 37,900	
African Travel Program — $300,000 (1980)		300,000	100,000	$200,000
Women and African Development Program	**$125,000**		125,000	
Belize, Government of Belmopan, Belize				
Support of the Development Communications Network of the Women's Bureau	**15,000**		15,000	
Cape Town, University of University Private Bag Rondebosch, South Africa 7700				
Planning a commission on poverty in South Africa	**56,000**		33,000	23,000
Dominica, Commonwealth of Roseau, Dominica				
Partial support of a Women's Desk	**15,000**		15,000	
Eastern and Southern African Management Institute P.O. Box 3030, Njiro Hill Arusha, Tanzania				
Planning a training program for African officials concerned with women in development	**4,800**		4,800	
Ghana, University of Legon, Accra, Ghana				
Language Centre — $150,000 (1977)		51,500	18,830	32,670
Ibadan, University of Ibadan, Nigeria				
International Centre for Educational Evaluation — $400,000 (1973)		6,900		6,900
Ife, University of Ile-Ife, Nigeria				
Institute of Education — $290,000 (1975)		164,000		164,000
Institute of International Education 809 United Nations Plaza New York, New York 10017				
Program to enable black South Africans to study in the United States — $75,000 (1980)		37,500	37,500	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Joseph Rowntree Charitable Trust Beverly House, Shipton Road York YO3 6RB, England				
Support of the Southern African Development Coordination Conference	**15,000**		15,000	
Legal Resources Trust P.O. Box 9495 Johannesburg, South Africa				
Legal Resources Centre	**100,000**		100,000	
Makerere University P.O. Box 7062 Kampala, Uganda				
Program of research, curriculum revision, and staff development for primary teacher training in Uganda — $300,000 (1971)		51,000		51,000
Nairobi, University of P.O. Box 30197 Nairobi, Kenya				
Bureau of Educational Research — $383,000 (1976)		14,710	6,547	8,163
National Council of Women of Kenya P.O. Box 43741 Nairobi, Kenya				
Support — $68,000 (1978)		15,875	15,875	
Sierra Leone, University of Freetown, Sierra Leone				
Establishment of a University planning unit — $376,300 (1976)		40,000		40,000
South Pacific, University of the P.O. Box 1168 Suva, Fiji				
Development Outreach Programme — $200,000 (1978)		100,000		100,000
Teachers College, Columbia University New York, New York 10027				
Fellowships for African educators — $183,000 (1975)		21,300		21,300
United States-South Africa Leader Exchange Program 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036				
Conference on South African international relations and a meeting of the USSALEP management committee	**15,000**		15,000	
Visit to South Africa by a team of American lawyers	**10,000**		10,000	

Appropriations and payments — International program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
West Indies, University of the Mona, Kingston 7, Jamaica				
Coordination of women's involvement in development in the Caribbean — $220,000 (1980)		160,000	59,185	100,815
Research reports on women in the Caribbean	**20,900**		20,900	
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001, South Africa				
Centre for Applied Legal Studies — $125,000 (1978),		2,867		2,867
$300,000 (1980)		255,000	95,048	159,952
Zimbabwe Ministry of Education and Culture P.O. Box 8022 Salisbury, Zimbabwe				
Development of a national training program for primary school teachers	**104,000**		104,000	
Zimbabwe, University of P.O. Box M.P. 167 Mount Pleasant Salisbury, Zimbabwe				
Conference on the role of the University in the future of Zimbabwe	**40,000**		40,000	
Total (International program)	**$520,700**	$1,258,552	$868,585	$910,667
Studies and projects administered by the officers				
Institutes of education in African universities — $58,000 (1972)		$ 3,014		$ 3,014
Publication and distribution of pamphlets on income-generating projects for women in developing countries — $25,800 (1977)		10,983	$ 8,801	2,182
Program development and evaluation fund	**$15,700**	5,686	15,131	6,255
Total studies and projects administered by the officers	**$15,700**	$19,683	$23,932	$11,451

Adjustments of grant appropriations (United States)

Not required: cancelled (listed above)		$ 5,364
Refunds from grants made in prior years		
1931–32	*Encyclopedia of the Social Sciences (B915)*	10
1959–60	*Princeton University (B2979)*	433
1969–70	*University of Michigan (B3448)*	640
1970–71	*New York University (X3448)*	1,067
1970–71	*Study of Independence and Accountability (X3433)*	12
1971–72	*Research Foundation of the State University of New York (B3548)*	33,553
1974–75	*University of Michigan (B3792)*	3,763
1975–76	*National Commission for Manpower Policy (B3883)*	9
1975–76	*Radcliffe College (B3870)*	12,461
1975–76	*Texas Southern University (B3930)*	25,272
1977–78	*American Council on Education (B4061)*	3,639
1978–79	*Carnegie Council on Children (B4107)*	12,352
1978–79	*College Entrance Examination Board (B4117)*	83
1979–80	*Edgar G. Epps (B4183)*	113
1979–80	*National Council of the Churches of Christ in the U.S.A. (B4180)*	1,200
		$99,971

Adjustments of grant appropriations (International program)

Refunds from grants made in prior years		
1927–28	*South African Trustees*	$11,213
1972–72	*University of Ghana (B3602)*	2,068
		$13,281

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The Carnegie philanthropies

Andrew Carnegie was born in Scotland in 1835. He came to the United States with his family in 1848 and went to work as a bobbin boy in a cotton mill. After a succession of jobs with Western Union and the Pennsylvania Railroad, he eventually organized his own business enterprises and, finally, the Carnegie Steel Company which launched the steel industry in Pittsburgh. At the age of 65 he sold the Company and devoted the rest of his life to philanthropy, intending to give away $300 million. He gave away $311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees and each is independently managed.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

• Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.

• The names and respective business addresses of the "foundation managers" of the Corporation are set forth in the front section of this annual report.

• No person who is a "foundation manager" with respect to the Corporation has made any contribution to the Corporation in any taxable year.

• At no time during the year did the Corporation (together with other "disqualified persons") own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.

• Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 15, 1982

ALAN PIFER, President